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MARCH 1951

CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION



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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

MARCH 1951 . . . Volume 47, No. 3

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THERE ARE 60,500 COPIES OF THIS ISSUE

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State Headquarters
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THE COVER PICTURE

Beach Scene, San Diego County

SAN Diego County has approximately 70 miles of coast line. Much of it is readily accessible beach area where school children can hunt for tide pool animals and study more than 44 varieties of birds.

In the tide pools, bays, and sandy beaches along the seashore are 32 or more kinds of animals, including the mussel, sea anemone, starfish, and crab.

The climate of this coastal region is temperate enough to permit year-around visits to the beach areas. Field trips to the seaside are an integral part of the science and social studies activities of San Diego County schools.

The cover picture shows a field trip of third graders from a Chula Vista elementary school, exploring the tide pools at Bird Rock for a close-up study of marine life as a receding tide leaves specimens on the rocks. The uncertainty as to what may be found in tide pools lends zest to this field trip as youngsters sally forth in old clothes, armed with pails and never-failing enthusiasm and interest in studying the seashore environment.

The School Camping Education Program in San Diego County, now nationally known, described in this magazine on page 24, March 1950, is jointly conducted by the San Diego City Schools and 12 other school districts. The program is under direction of the San Diego City-County Camp Commission.

—Photo Courtesy of San Diego County Schools. Cecil D. Hardesty, Superintendent.

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Spouse's Name.....		Age.....	Occupation.....	Employer.....	
2. Address.....					
Number.....		Street.....		City.....	Zone.....
Date Present.....	Date Car Was Purchased.....	New.....	Used.....	Company Now Insured by.....	
3. Policy Expires.....					
Car.....	Make.....	Model.....	Body Type.....	No. of Cyls.....	
4. Year.....		(De Luxe, Standard, Custom, etc.)		Is Car Fully Paid For? Yes..... No.....	
5. Serial No.....	Motor No.....	Finance Co.'s Address.....			
If Not Paid For, By Whom Financed?.....					
		Number.....	Street.....		
		Collision Losses.....	Other Losses: \$.....		
		7. In Past Year: \$.....	(If none, write "NONE")		
City.....		Zone.....			
8. Other Drivers in Household Under Age of 25 Years (Continue list on separate page, if necessary):					
Name.....		Age.....	Date of Birth.....		

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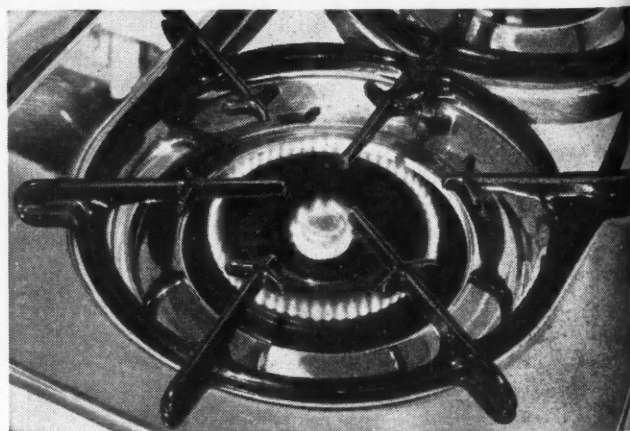
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Our Investment in the California Teachers Association

All over California teachers are assessing the value of their investment in the program of the CTA and determining the nature and the scope of the investment which they wish to make in the immediate future. The value of an investment is judged in terms of its ability to produce continued and consistent dividends. If larger personal professional outlay is to be made by teachers, they should be satisfied that similar disbursements in the past have been profitable.

A Consistent Record of Achievement

Beginning in 1866 with a CTA-sponsored proposal which made the public schools of the state open and free to all children, the record of the Association has been one of consistent dividends for teachers and education.

Through the 85 years of its activity, CTA has been responsible for the following noteworthy achievements:

1. Minimum salary provisions for California teachers.
2. Teacher tenure and continuing contract laws.
3. Adequate sick leave for teachers.
4. Bereavement leave for teachers, without loss of pay.
5. The establishment of the first state teacher retirement system in the United States and its continued expansion and improvement.
6. Constitutional guarantees for the state support of education and the establishment of this support as a first charge on the finances of the state.
7. The most adequate program of rural school supervision in the United States.
8. The perpetuation of home rule in education, through the control of school budgets by the governing boards of local districts.
9. Special state support for education of physically-handicapped children.
10. The provision for Union High School Districts.
11. Establishment of Junior College Districts.
12. Public support of kindergartens.
13. Provision for exchange privileges with teachers in other states and foreign countries.

Recent Progress is Significant

The five years from 1946 to 1951 have seen significant gains made possible by CTA programs. Here are a few noteworthy examples:

1. During these years, the median elementary teachers salary in the state has increased \$900. High school and junior college salaries have shown a median increase of \$1,000.
2. The allowance of a teacher retiring at 60 years of age, with 37 years of service and a salary of \$3,000, has increased from \$69.80 per month in 1946 to \$163 per month in 1951.
3. Mandatory sick leave provisions have increased from 5 days per year, cumulative to 25 days, to 10 days per year, cumulative to 40 days.

Increased Services to Members

Recent additions to the CTA program have brought many direct services to the profession. They include:

1. Better legal service for members.
2. The services of field representatives who are available for consultation with local groups on professional problems.
3. Comprehensive training program for leaders of local teachers organizations.
4. Automobile and health insurance for members of the Association at greatly reduced cost.
5. Broader teacher participation and the integration of activity at all levels, through the chartering of local teacher organizations as units of the CTA.
6. Expansion of research services and leadership in the coordination of research activities in the state.
7. The establishment of Ethics Commissions in each Section and at the state level, for the promotion of sound ethical practices and the protection of the professional rights of individual members.

Looking to the Future

THE CTA cannot stand on its record of professional achievement. New conditions bring new and ever-more-complicated problems. The effectiveness with which we meet these problems will be determined largely by the investment of time and money which the teachers of California are willing to make in their professional program. Decisions for the future should be influenced by a recognition of the extraordinary soundness of such investments in past years. — A.F.C.

The Salary Situation: Mid-Year 1950-51

By Dr. Kenneth R. Brown, CTA Research Department

INSOFAR as a statistician might be expected to draw conclusions from unassailable data, then the recent report of the State Department of Education annual survey of teachers salaries would give no comfort to advocates of professional salaries in education. Salary data from the last four annual surveys in succession would probably force the conclusion that the momentum for salary increases for teachers set in motion by World War II had about run its course. Table I summarizes the trend. Salaries for 1950-51 increased over the previous year by the smallest percentage gain of any of the years since 1946-47.

Meanwhile, of course, the Korean war and recent dramatic rises in cost of living have prompted a re-examination of the teachers salary issue. Districts in many parts of California are already on record for higher teachers salaries for 1951-52, if additional district revenues materialize.

Effect of Wage Freeze

Also there is now on record the first direct move on the part of the federal government to exercise a control over wages and salaries. The many possible variations that may befall this action cannot be foreseen as of the present. Writing (February 10, 1951) in time to be current with developments in salary control in March, 1951. However, it is apparent that the January 25 freeze was intended to put a stop to rapidly rising prices or wages and give the Wage Stabilization Agency a period to try

to catch up with a run-away situation. There is no apparent disposition to regard the February 1 wage and salary structure as final or fixed; rather, the freeze is a move aimed at an over-all strategy of "stabilization."

Teachers should be made aware of the efforts of their professional education associations to act in their behalf. On January 25 NEA Executive Secretary Willard E. Givens wrote to Charles E. Wilson, Cyrus Ching, and Eric Johnson a full-length defense of the exemption of the employees of public schools and colleges from the general control order of that date. In part he declared:

"The salaries of teachers in public schools have lagged behind increases in cost of living. They will continue to lag this year because contractual arrangements and salary schedules frequently are changed only once each year, usually between April and July. Because of the relatively slow processes of government, teachers salaries cannot be brought immediately to any reasonable level . . .

"In 1942 both the National Education Association and officials of local and state government continued to press for public statements by federal agencies so as to free local and state employers from unnecessary stabilization procedures. Finally, in May, 1943, Federal officials made it entirely clear that participation in stabilization plans on the part of state and local government units was wholly voluntary. . . . A similar statement should be issued at this time in order that local and

state employers will be free to face their obligations in the current competition for qualified manpower."

On January 30, Executive-Secretary Arthur F. Corey voiced the concern of the California Teachers Association in telegrams to the same three federal officials, as follows:

"California Teachers Association, representing 60,000 public school teachers, respectfully urges that federal policies and regulations for stabilization of wages and salaries should not be mandatory on public school teachers because (1) gross inequities already exist between salaries paid the teaching profession and many other occupational groups; (2) teachers salaries have lagged far behind increases in the cost of living because school boards are unable to modify salary schedules to meet cost-of-living increases during the school year. Many California school boards have indicated cost-of-living adjustments for teachers beginning July 1. Unless exemption from wage freeze is granted, these adjustments cannot be made."

Wage Freeze Revision

On January 31 the Wage Stabilization Board issued "General Regulation No. 4." The overall purpose of General Regulation No. 4 was to exempt from the wage freeze of January 25th the employees of state, county, municipal, and other non-federal governmental jurisdictions. The order declared that increases in the wages, salaries, and other compensation of these employees may be made without the prior authorization of the Wage Stabilization Board.

However, the Wage Stabilization Board did not surrender its right to review and to revoke or modify wage or salary increases of state and local governmental employees. It further declared that increases of pay by these agencies should be in conformity with the national wage stabilization policy expressed in the Defense Production Act of 1950.

Increased Living Costs Necessitate Higher Salaries

By December 15, the BLS Index had climbed to new record heights—182.8 in San Francisco and 175.8 in Los Angeles. Wage increases had occurred in the mass production industries with new contracts containing automatic adjustment features that would apparently be continued in effect throughout any control order period. National reports on annual earnings in industry put many workers beyond the \$5,000 per year level, and many with no more than a gram-

Table 1

MEDIAN SALARIES OF CALIFORNIA FULL-TIME PUBLIC SCHOOL TEACHERS: 1946-47 TO 1950-51

Year	Elementary	% of Change	High School	% of Change	Junior College	% of Change	All Teachers	% of Change
1939-40							\$2,300*	
1946-47	\$2,528		\$3,159		\$3,459		2,793	21.43
1947-48	3,097	22.51	3,731	18.10	4,059	17.35	3,321	18.90
1948-49	3,291	6.26	4,051	8.58	4,353	7.24	3,583	7.88
1949-50	3,352	1.85	4,153	2.51	4,485	3.05	3,638	1.50
1950-51	3,411	1.76	4,164	.26	4,566	1.80	3,667	.80
1939-50								59.43
1946-50		34.92		31.81		32.00		31.29

* An approximation only since actual data are unknown. The NEA Research Division survey for the period indicates an average salary of \$2,351 for teachers, principals, and supervisors combined.

mar school education above the \$4,000 level.

While the Heller Committee budgets for the Bay Area have been withdrawn this year for revision with reference to new buying habits, the 1948 study showed an appropriate annual expenditure of about \$5,500 for a "white collar" family of four purchasing a new home. The Haynes Foundation budget for moderate income families of four persons in Los Angeles showed a necessary expenditure of \$4,483 as of September, 1950, pricing. These may be compared with data in Table I to show what is happening to many teacher families.

The 1939 average California educator's salary of \$2,350 merely corrected for the price rise (176.0) would need to be \$4,135. To this should be added, if purchasing power parity were to be maintained, approximately \$265 (four exemptions) to cover income taxes not paid in 1939. This equity adjustment would call for middle salaries of \$4,400 instead of \$3,670 at the midpoint of this school year. This level of median teachers salaries will not be obtained until all California teachers are paid between \$3,000 and \$6,000 incomes.

NEA Interpretation

The National Education Association Research Division has issued a reprint

OFFICIAL NOTICE OF

PROPOSED CHANGE IN CTA

MEMBERSHIP DUES

AT its December 1950 meeting, the State Council of Education passed the following resolutions:

RESOLVED, that notice is hereby given of the proposed change in the amount of the annual dues of active members of this Association from \$7 to not exceeding \$12, to be effective with the commencement of the calendar year 1952; and be it further

RESOLVED, that said proposed change in membership dues shall be voted on at the April 1951 meeting of this Council, and the State Executive Secretary is hereby directed to publish notice of said proposed change in the official journal of the Association at least 10 days prior to said meeting.

The foregoing resolutions were passed upon the recommendation of the Services and Dues Committee, which made a full report to the Council on the need for the increased dues. Final action upon the proposed increase will be taken by the Council at its April 1951 meeting.

I hope that every Council representative will give careful consideration to the report of the Services and Dues Committee, and will discuss it thoroughly with the members whom he represents, so that he will be prepared to vote intelligently on this important proposal. — Arthur F. Corey.

and review of General Regulation No. 4, with the following interpretation of its effect:

- a. It does not forbid the annual increments of an official salary schedule.
- b. It does not prevent the revision and improvement of salary schedules.
- c. It does not block the completion of a series of official acts (e.g., budget hearings, action by public officials, etc.) begun in past weeks to raise salaries for teachers at some future date. . . .
- d. It does not forbid the granting of cost-of-living increases through official

action by school or other public officials.

e. It does not prevent paying higher salaries to an individual transferred to a position where the rates of pay are customarily higher than in the previous position.

The NEA is asking school officials to report any efforts by federal officials to review, revoke, or modify salary changes made in teachers salaries where these increases clearly fall within the authority of duly constituted state and local officials. All public school districts would come under this category.

Every Active CTA Member Should Vote!

PROPOSED INCREASE IN NUMBER OF DIRECTORS OF THE CALIFORNIA TEACHERS ASSOCIATION

Important—This is your ballot!

IN the January and February issues of CTA Journal official notice was given of an initiative proposal that the articles of incorporation and by-laws of The California Teachers Association be amended to increase the number of directors of the Association from 9 to 12.

Under this proposal, if carried, the Southern Section will be entitled to name 5 directors, instead of 3, and the Bay Section will be entitled to name 3 directors, instead of 2. The remaining Sections will continue to name one director each.

If you are an active member of the Association, use your ballot on this proposal, as printed below.

The ballot must be filled out completely, signed, and mailed to your Section headquarters. To be counted, each ballot must bear the signature and the 1951 membership number of the member voting, and must be received at Section headquarters on or before April 15, 1951.

Copies of the ballot have been distributed to each Section Secretary.

Members in each Section should follow the voting procedure set up by the Section. However, any member, if he prefers, may use either the printed ballot in the magazine or the one furnished to the Section, and may fill out his ballot and return it to the Section headquarters.

Regardless of whether he favors or opposes this proposal, every active member is urged to exercise his right to vote.

Because of legal requirements, the affirmative vote of a majority of all the active members in favor of the proposal is necessary to place the proposal into effect.

BALLOT

Shall the articles of incorporation and by-laws of The California Teachers Association be amended to increase the number of directors of the Association from nine to twelve?

Yes

☐

No

☐

Signature

Address

1951 Active Membership No.

Proposed Bills Affecting EDUCATION

PREVIEW OF IMPORTANT MEASURES IN THE CURRENT SESSION OF THE LEGISLATURE

By Robert E. McKay

WITH the problems of education in a wartime economy high on its agenda, the State Legislature, reconvening in Sacramento on March 12, faces a mountainous pile of 5,167 proposed new laws and the prospect of one of the rockiest sessions in recent years.

The need for more adequate school finance heads a long list of educational requirements reflected in an estimated 600 or more bills affecting schools, pupils and members of the teaching profession.

Many Important CTA Proposals

CTA proposals call for increased state aid to all districts, a minimum salary of \$3,000 for fully credentialed teachers, specific authority to increase teachers' salaries during the year, clarification of some retirement benefits and the rights of teachers entering military service to 30-days salary, plus action on a wide variety of other problems involving teachers' welfare and school administration.

Decision as to which of the many other educational bills will be supported or opposed was scheduled to be made by the CTA Legislative Committee meeting in San Francisco on March 3 and 4.

CTA Wins Strong Support

Strong support for a part of the CTA finance program developed at the January legislative session when Governor Warren, in his budget message, urged that apportionment of state money to the schools be placed on a current basis and that additional transportation aid be granted.

A bill, AB 2061, embodying the Governor's recommendations was introduced by Assemblyman Robert C. Kirkwood of Santa Clara County. If approved, the bill will increase state aid by from \$10,000,000 to \$13,000,000 a year. The current apportionment provisions of the Kirkwood bill are identical to those in the CTA program, while the transportation features cover only part of the CTA proposal.

Five Bills by Dunn

Financial recommendations of the California Teachers Association are contained in a series of five bills introduced by Assemblyman Francis Dunn, Jr., of Oakland, chairman of the lower house education committee. They are AB 1984, 1985, 1986, 1987 and 1988.

Cigarette Tax

A proposal to levy a cigarette tax of two cents per package, with proceeds going into the general fund, is contained in AB 1984, Dunn. No decision has been made as to whether it will be necessary to seek new state revenue at this time. If it is determined that the existing state tax structure is sufficient to meet the needs of the schools, no attempt will be made to obtain passage of the cigarette tax.

Fifty and One-half Millions

Under the CTA program state aid will be increased an estimated \$50,500,000 a year if the maximum provisions of the program are approved. They call for \$100 per unit of a.d.a. as basic aid in place of the present \$90; and the following founda-

\$2.85; with kindergarten, \$1.65 to \$2.95; combined elementary, high school and junior college, \$1.90 to \$3.25; with kindergarten added, \$2.00 to \$3.45; high school and junior college, \$1.10 to \$1.85.

Twenty-five Millions

Another bill designed to provide additional financial support for the schools was introduced by Assemblyman Ernest R. Geddes of Los Angeles County. The measure, AB 1316, would increase the "in lieu" tax on motor vehicles from 2% to 3% and would give one-third of the proceeds to the schools on an a.d.a. basis. The present yield is divided between the cities and counties. An estimated \$25,000,000 or more would be added to school support if the bill were approved.

The CTA bill, AB 1562, also by Geddes, to fix a \$3,000 minimum salary for fully credentialed teachers, would leave at \$2,400 the minimum for emergency and provisional teachers.

Increased Teachers Salaries

Legislation to clarify the right of a district to increase teachers salaries during the year has been submitted at the request of the CTA. Senator Hugh P. Donnelly of Stanislaus County introduced SB 752 which specifies that salaries may be increased if provision is previously made in the teachers contract or the rules of the board. Some district attorneys have ruled that even with such provisions raises cannot be granted.

In addition, Senator George Miller of Contra Costa County has proposed a constitutional amendment, SCA 19, which in effect would nullify existing provisions of the Constitution which might be interpreted to prevent salary raises not contemplated in advance in contract or rules.

Fingerprinting of teachers, along with other public employees, is proposed in AB 6 and SB 96. Similar identification would be required of teachers applying for new or renewed credentials by SB 317.

Subversives to Be Barred

A series of bills setting up new and additional provisions for barring alleged subversives from employment in the public schools has been introduced. One of them, SB 473, by Senator Jack Tenney of Los Angeles, declares that "infiltration of subversives into educational positions threatens to become commonplace in our schools." A similar bill is before the Assembly.

Another Tenney bill, SB 319, prohibits Communistic indoctrination of pupils and provides for dismissal of teachers found guilty of violation. SB 321, Tenney, requires all candidates for public office to take anti-Communistic oaths.

The Loyalty Oath

The loyalty oath prescribed for all public employees last year by the Legislature would be written into the Constitution by ACA 9, co-authored by Assemblyman Harold K. Levering and 67 other members of the Assembly.

BILLS in both houses call for continuation of the program of child care centers. Indications at the Capital are that the program will be financed for at least one more year, the Governor having provided for the cost in his proposed budget. A strong move will be made by proponents of the program to make it a permanent state function.

tion programs: elementary, \$185 with a local tax of 65c per \$100 of assessed valuation; high school, \$210 with a 40c tax; and junior college, \$250 with a 25c tax.

Higher Local Tax Rates

Authority to levy higher local tax rates without first obtaining approval of the voters would be granted by a bill, AB 3109, authored by Assemblyman H. W. Kelly of Kern County. The CTA is supporting the measure which would supersede the obsolete maximum rates established in 1932 with new rates as follows:

Elementary, without kindergarten: from 80c to \$1.50; with kindergarten, 90c to \$1.60; high school, 75c to \$1.35; junior college, 35c to 50c; unified district with elementary and high schools, \$1.55 to

A BAD BILL

A BILL which would deprive California teachers of their right to reduced automobile insurance rates under the CTA group program has been introduced by Assemblyman Richard McCollister of Mill Valley.

The measure, AB 91, reads:

"It is unlawful for an admitted insurer to sell any policy of insurance to an individual at a reduced rate, on the basis that the individual is a member of a group or association. This section shall not apply to policies of life, health, or disability insurance."

CTA Statewide Group Health Plan Approved

PROVIDES BROAD TEACHER COVERAGE UNDER BLUE CROSS

At its meeting on February 10, the CTA Board of Directors officially approved the new statewide Group Health Plan as recommended by the CTA Insurance Committee. This action culminated several years of study of health insurance by the CTA Research Department and the Statewide Insurance Committee.

Directive from the State Council

The action of the Board of Directors was based upon a directive of the State Council of Education, which agreed last December that the Board should be empowered to adopt a health plan when it had been developed by the Insurance Committee.

In adopting the new Health Plan, the Board commended the Insurance Committee in having prepared, in cooperation with Blue Cross, such an attractive program. The adoption of the Health Plan represents the completion by the Insurance Committee of the second phase of a comprehensive program of group insurance coverage for CTA members. The CTA Automobile Insurance Plan was adopted by the State Council at its meeting last December in Los Angeles.

Plan Outgrowth of Long Study

The CTA Group Health Plan represents the results of more than two years of study. Anticipating that the CTA would ultimately sponsor various forms of group insurance for its members, the Research Department was requested in 1948-49 to get as much information as possible as to the need for group insurance. First, the Department conducted a national survey to ascertain what other state education associations were doing regarding group insurance. Then an intensive survey was conducted to discover how much and what kinds of group insurance coverage were then in effect in the various California school districts. The latter survey revealed that less than 50 per cent of California teachers were then covered under any group health plan.

CTA Insurance Committee Appointed

Realizing the need for group insurance for California teachers, the CTA

Board of Directors, in January, 1950, appointed a special Insurance Committee consisting of Oscar E. Anderson, Howard Nordstrom, and Leland Pryor. Following the tragic death of Leland Pryor last June, Robert Gillingham was added to the Committee.

Many Plans Were Studied

Meeting on the average of twice a month, the Committee began immediately to outline its long-term project of developing a sound program of group insurance coverage for the members of the CTA. In the area of Health Insurance, the Committee, after studying existing group plans for teachers, prepared a set of specifications to indicate to the insurance companies what types of coverage and administrative policies were desired.

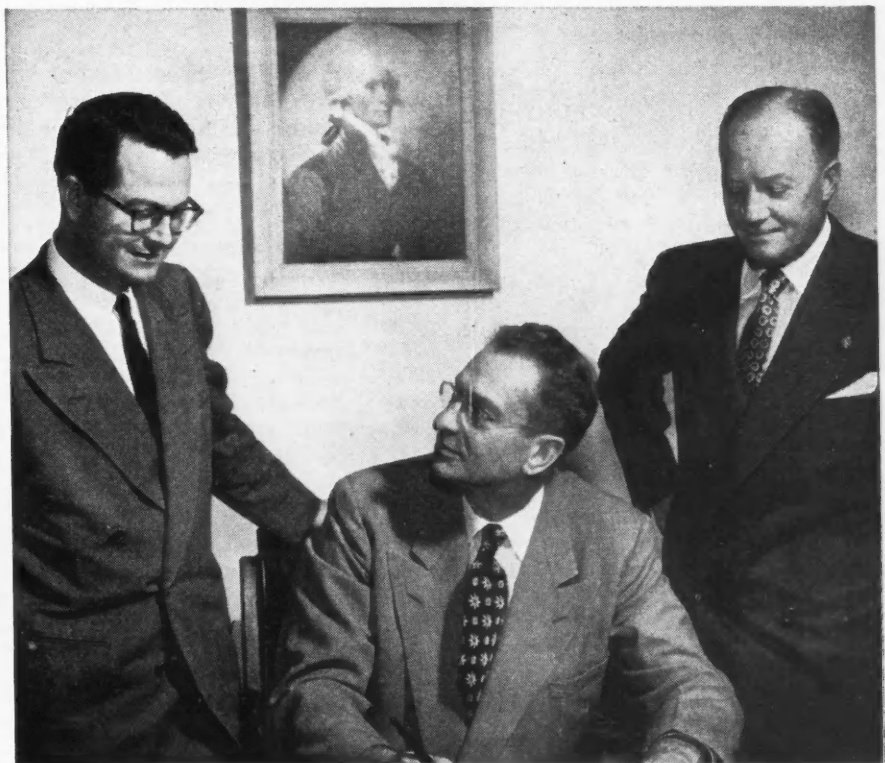
The specifications then were sub-

mitted for bids to 25 insurance companies and service organizations. After studying the bids submitted, the Committee narrowed the selection to five companies and invited their representatives to meet with the Committee. It was unanimously agreed that the BLUE CROSS had submitted the best bid.

Description of the New Health Plan

Teacher groups are urged to study the specifications of the new Plan and to compare them with their present health coverages. The Insurance Committee feels certain that the CTA Group Health Plan, underwritten by BLUE CROSS, is superior to any existing plan offered on a statewide basis. It should be noted that the Health Plan was *tailored to fit* the CTA specifications and, as such, it

Signing the official Agreement between California Teachers Association and Blue Cross. Left to right — Thomas E. Stanton, Jr., CTA Attorney; Dr. Arthur F. Corey, CTA State Executive Secretary; and J. Philo Nelson, Executive Director of Blue Cross.



offers more extensive coverage than most group health plans.

Enrolment Through CTA Chartered Groups

On recommendation of the Insurance Committee, the new Health Plan will be available to California teachers through local and county CTA chartered groups. To be eligible to participate in the CTA Health Plan, a local group must: (1) have at least 75% of its members enrolled in the plan; and (2) get the approval of the local school board to adopt a plan of payroll deductions to cover the health insurance. It was agreed also that local groups may invite the non-certificated employees to participate in the Plan. However, to be eligible to participate, the non-certificated group must also obtain a 75% sign-up of such employees.

Plan Available Immediately

The CTA Health Plan is available at once. It is expected that a number of local and county groups will qualify for participation within the next month. Eligible groups may contact either Dr. Frank W. Parr, director of the CTA Research Department, or members of the CTA Field Service staff, for further information regarding the new CTA Health Plan. *A detailed description of the benefits and fees of the new Health Plan will be found in the center blue insert of this magazine.*

"Teaching Load in 1950"

*Is Title of Report Issued by
NEA Research Division*

RESearch Division of the National Education Association has completed a report on how classroom teachers use their time and how they think the teaching-load situation can be improved.

The report shows that actual class instruction of pupils takes a little more than half of the average classroom teacher's working time. Nearly as many hours go into correcting homework, class preparation, study halls, monitoring, records, report cards, sponsoring activities and other duties.

The Bulletin summarizes the facts and opinions reported by the cooperating teachers and also gives examples of ways in which schools and school systems are working to lighten the strains of classroom teaching. This 52-page publication sells for 50 cents and may be ordered from NEA, 1201 Sixteenth Street, NW, Washington 6, DC.

FACING A SECOND CENTURY

THE ALAMEDA COUNTY SCHOOLS BEGIN THEIR SECOND HUNDRED YEARS

By Dr. Vaughn D. Seidel, Alameda County Superintendent of Schools

IN 1850, when John M. Horner established the first school for American settlers in the territory that is now Alameda County, the aftermath of the Mexican War and the turmoil of the Gold Rush were still in the air. Centerville, 30 miles south of Oakland, was chosen as the site for the humble, one-teacher school. The Mexican schools, which it was to replace, had proved inadequate in every respect.

Three years later, Alameda County was carved out of former Spanish land grants. In 1853 we find the first written record of a strong desire on the part of the people to see first-class schools in operation. A. H. Meyers, who was superintendent of schools at the time, wrote:

"Our glorious cause (education) is advancing in the county of Alameda. We trust the work will be carried forward to its glorious consummation . . . the full development of the intellectual, moral, and physical faculties and powers of every youth in our land."

Ambition outran accomplishment, however. Rev. J. D. Strong, in his annual report to the state superintendent of instruction, gives us a clue to the conditions of school buildings on November 23, 1861, which housed the 437 students making up the average daily attendance:

Unfit for Use

"The school-houses in the county generally are unfit for use. With three or four exceptions, a humane man would feel that they are scarcely fit to shelter his animals. Too small, badly constructed, worse furnished, and unpleasant in every way, they cannot but have a sad influence over the tastes and feelings and characters of those whom they are assisting to educate."

A glance at the superintendent's report of 1883 shows the first written record of notable educational advancement in Alameda County. Gone were the animal-shelters that passed as school-houses; gone were many of the leaky roofs, the illy-furnished hovels. One can sense genuine pride in the following words:

"... no County in the Union has greater reason to be proud of its school advantages. Alameda County has become the educational center of the State, and bids fair to maintain her high reputation."

One of the largest school systems in California has developed from these small beginnings. We cannot help but feel the pageantry of the past century, as we witness the tremendous changes that have taken place in Alameda County schools. We see nearly 105,000 children in their classes (240 times as many as were there during the second year of the Civil War).

While the scope of our present-day school problems has increased, there is a striking similarity to the past. The early Alameda County educators were concerned with the effects of the war with Mexico. We are thinking now of Korea, China, Russia. The pioneers were trying to cope with post-Gold Rush inflation; we are struggling with post-war inflation. Hordes of people from all parts of the United States had come here in search of the elusive yellow metal.

Bursting at the Seams

Since World War II, expanding industry and the famous California climate have crowded Alameda County with 50 normal years of population influx. In 1850 children had to be educated. Today the need is even greater. Our schools are bursting at the seams. An army of nearly 5,000 teachers has replaced the 32 who manned the 22 schools of yesteryear.

From the land that was once valued so low that the King of Spain doled it out in land grants comprising tens of thousands of acres to his favorites, there has developed an assessed valuation of over \$719,000,000. Education here has become a \$30,000,000-a-year business. From a \$13 annual a.d.a. per student in 1861, it has catapulted to \$187.56 per elementary pupil and \$303.82 on the high school level.

MOST of the mushrooming of population has taken place in the southern part of Alameda County. Staggering increases in home building

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NEA Delegates and Visitors to Enjoy California Hospitality

By Myrtle Gustafson, Chairman, NEA Planning Committee

NEVER a dull moment for the 5000 expected delegates and visitors to San Francisco during the NEA Delegate Assembly meeting July 1-6," so say the members of the CTA Hospitality Committee, chaired by Margaret Girdner and Elizabeth McFeely. Friends and family members who come to the convention will find themselves with no time on their hands if they take advantage of the activities planned by the committee.

Every visitor will receive a hearty welcome when he registers at the Civic Auditorium. Souvenirs donated by California industries will be distributed at the time of registration. A refreshment counter will prove pleasant. For those who wish to attend church, there will be available a list of the Bay Area churches and their locations. The Vesper service on Sunday, July 1, will be the first session on the official program.

Many Fine Tours

Social activities planned by the committee include a variety of entertainment for visitors who do not have delegate responsibilities. Some of the events are: Airline trip and luncheon, motion-picture preview, style show at Apparel City, and Grayline tours to places of interest.

Planned tours include the following: City of San Francisco and Golden Gate Park, with a stop at the Aquarium or the Oriental Tea Garden. Eastbay and University of California, with a visit to International House with tea. Skyline drive to Stanford University. Muir Woods. A boat trip on San Francisco Bay will be a novel experience for many of the visitors. Tickets for the special tours will be available at the Civic Auditorium near the Registration Desk. Some events will be free; for others, charges are required to cover actual costs.

The Hospitality Committee will supply Information Tables in the lobbies of the leading hotels, with information about social activities, lists of good restaurants, and literature about California. CTA Information Committee members also will answer questions about meeting places, transportation, and state headquarters.

All of the CTA committees have been busy in making plans for what promises to be the best and biggest

convention in NEA history. Working with each committee is a CTA staff member, with Dr. Frank A. Parr acting as staff liaison and adviser to the Planning Committee.

New Membership Drive On!

Convention activities have necessitated the employment of a secretary, Mrs. Louise Johnson, who is handling correspondence, minutes, and details of the various committees. To date the Planning Committee has held six meetings, with all committee chairmen reporting at three of these meetings.

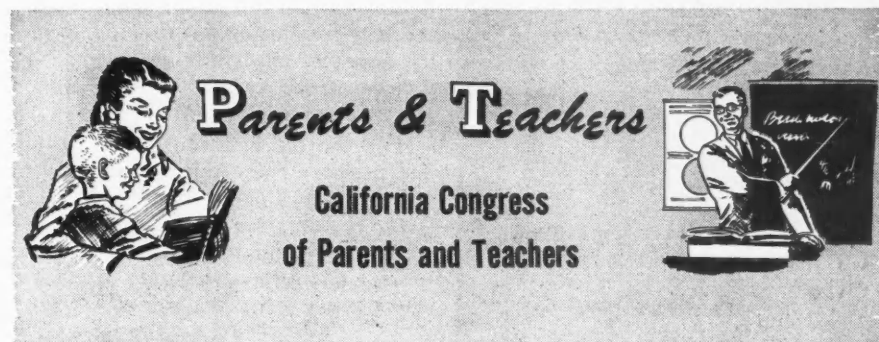
Now is the time to enlist the interest and support of all teachers in the program of the national meeting. The

drive for new members should be pushed vigorously so that California, as host state, will lead the nation in total NEA memberships.

Only one state surpasses California, and this is the year to beat Pennsylvania!

Teachers in California will want to take advantage of the opportunity to attend a meeting of such national and international importance. Only once in 10 to 15 years is the convention held in a Western city, so that our full quota of delegates may attend. With representation based upon membership, California can increase its number of official delegates by enrolling new members in the national Association.

Watch for subsequent articles about plans for Friendship Night, special features of the NEA program, outstanding speakers, plans for TV programs, and other highlights of the convention in forthcoming issues of this magazine.



PERSONALITY INSURANCE FOR EVERY CHILD

By Charlotte D. Elmott, Santa Barbara; Mental Health Chairman, California Congress of Parents and Teachers

HOW can we provide personality insurance for every child in California? This is a question which concerns all of us who are parents and teachers, for we share the major responsibility for developing healthy personalities. The most vital thing in the development of the child's personality is his relationship to his parents. He must have warmth and security, love and affection, for without them the young personality withers. It can never come to full flowering. Just as the parents provide the first rich environment for the growing child, so teachers offer the security which makes possible the release from family dependence, the safety in which to venture out into new worlds apart from the parents.

Because the California Congress of Parents and Teachers believes so thor-

oughly in the need to foster homes and schools in which children can develop wholesome personalities, the Health Study Committee is sponsoring a special mental health study this year — "Personality Insurance for Every Child." Health chairmen have been urged to develop special study groups and to provide special programs for local PTA's. A study outline appears in five issues of the California Parent-Teacher, closely paralleling the series in the National Parent-Teacher.

Recently the mother of a "teen ager" wrote to the director of guidance in one of our cities saying that she would no longer need an appointment for psychiatric consultation for her daughter. "I have been attending a PTA study group," she said, "and I now see that my daughter doesn't need

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Studying is FUN

AT THE CALIFORNIA AUDUBON CAMP

By Elizabeth and Lloyd G. Ingles, Fresno State College

THREE people sat quietly on the steps of the big veranda of the Sugar Bowl Ski Lodge, watching the summer sunlight play across the last remaining snow banks at the summit of Mt. Lincoln.

"I've never learned so much in two weeks in my life, and I certainly never had a better time," commented the student who had come to camp to get the two units of college credit.

The well-dressed business man stretched his long legs and said, *"I feel the same way. You know, when I left Pennsylvania I had one thought in mind in coming to this camp — to study California mountain birds. I was upset when I found that nature activities and one other subject were required in addition to bird study. But do you know, it's been fun. I've learned a lot and at the same time I have added 34 birds to my list."*

For the teacher, the days at camp meant more than units gained or fun shared or even new birds. She said, *"The youngsters in my school are going to love our nature study this fall. I teach in an isolated mountain community — nature is all around us. I felt so inadequate before. But now with the background I've gotten here the children and I can go out and learn and do things together."*

These three campers were waiting for the station-wagon that would take them to the bus station. After two stimulating weeks at the camp they were returning home. The sun shone brightly, but they were glad of warm wraps even in mid-summer because they were in the High Sierra. To them the snow on the distant mountains was more than that "pretty, cold, white stuff." It was potential water. Water to turn the wheels of factories in cities hundreds of miles away. Water for fields of grain, orchards, vineyards, and for ripening oranges in the great fertile valleys far below. Water — one of our dwindling natural resources which must never be wasted. Like forests, fish and wildlife, water

must be intelligently used to serve not only those that live today, but the generations yet to come.

Through their studies at camp they had learned the importance of utilizing all these natural resources for the greatest good. Now they were going home to give this message to the young people whom they directed.

For here the recreation leader meets the school teacher, the scout master meets the 4-H-clubber, and the college student becomes so engrossed in his studies that he just hates to leave when it is over. There are others of course whose chief interest is birds, flowers, or nature photography, and for them the Audubon camp is a Mecca indeed.

Equipped with a fleet of 5 modern station-wagons, the staff takes the campers on frequent field trips to distant lakes, deserts, and forest stations. Every two weeks the program of field work is repeated for a new group of campers, who come from all over the United States for one of the five sessions. Often a camper decides that there is still so much to be learned that he remains for a second session.

All Sorts of Field Trips

The staff is selected for their interest in the out-of-doors, as well as for their outstanding ability to lead classes in practical conservation. Let's look in on some of these field classes to see what goes on. Here is a group studying soil — how it is formed from the solid rocks — how it later becomes the beautiful mountain meadows, the jewels of the Sierra.

What are these campers doing wading in that pond? Those big seines are for collecting the myriads of aquatic insects on which the fish feed.

These campers in the meadow across the way are studying plants. Not only do they learn the names of the trees, common flowers, and ferns, but they learn how these depend on sunshine and shade, soil and water, and on man's modifications of the environments.

Groups that specialize in birds do not merely learn the names of the birds, but study the many ways in which they are adapted to a particular environment.

This group laying out a nature trail
(Please turn to Page 28)



Above: Sugar Bowl Lodge.

Center: Studying Pond Life.

Below: Plant Study Class in the Field.

Photos by H. Kitchen, Jr.; courtesy of National Audubon Society.

BUSINESS COMES TO SCHOOL

MONTEBELLO HIGH SCHOOL GROOMS ITS BUSINESS EDUCATION MAJORS FOR THEIR JOBS

By Lucile Treff, Vocational Advisor, Montebello Senior High School,
Los Angeles County

THE very reason that school systems offer Institute programs to point up teachers interest in their jobs is the reason the Business Education Department of Montebello Senior High School offers a series of lectures and field trips for seniors getting ready to enter the business world.

Lester Gates, chairman, and the members of his department feel that if, once a month over a school year's period, Business Education majors hear outstanding speakers and visit business houses where the kind of work they want is to be had, young graduates will be better prepared to go directly out from school, get a good job, and succeed on it.

How It Is Done

Once a month, during the last hour of the day, the 96 Business Education seniors are excused from their classes to attend the meetings listed. For field trips, because the big school-bus accommodates only 70 students, trip privileges are limited to those who have taken the greatest number of business subjects.

As the titles indicate, the program is planned around the idea that if you are about to graduate:

(1) You must know how to look when applying for a job and while working on it.

(2) You should have some idea of what the employer expects and what little things can make or break you once you get that job.

(3) You should know, in light of your training and interest, what opportunities there are in clerical, secretarial, accounting or business machine fields and should see for yourself the workings of a great business house.

(4) You should hear from recent graduates, how they obtained their position, what they wish they had known beforehand, and what they have learned on the job which no school experience could prepare them for.

(5) You should evaluate the advantages of further schooling at business or junior college.

(6) You should examine a field that welcomes well-trained high school graduates who do not have that fur-

ther training (we chose Civil Service this time).

(7) You should then, when you have at last decided on what you are going to do and where you hope to work, be shown how to go out and make a successful application.

This year's program is shown on the accompanying table.

What We Have Learned

If we can judge by our graduates responses, the program is worth every minute of the time and effort put forth on it. Parents are enthusiastic. Each month they hear their children discussing new ideas gained from speakers on field trips and they are made conscious of the school's concern that graduates go out with more than the skills taught in classrooms. Business leaders welcome the opportunity to meet our students and faculty, familiarize themselves with our particular

program, and interest our graduates in their organizations.

If other high schools wish to offer such a series, we should like to suggest the following: Be sure that

(1) Your speakers are interesting, attractive, well informed.

(2) Your field trips are planned with a purpose, competent guides provided, your students well-briefed on what to look for. To do this, it is wise to have the members of your faculty

(1) Attend meetings at which possible speakers can be heard, and

(2) Take trips themselves through companies they think worth student visitation. Only if you are sure of his judgment is it safe to take another person's word on a speaker or trip. You must judge for your particular students how worthwhile a speaker or trip may be.

BUSINESS people are only too eager to cooperate. Excellent speakers are to be had for the asking and business houses, as part of their public relations programs, welcome high school visitors. If you are considering a Business Education program, you will find it difficult, not to secure speakers or places to visit, but to decide which ones, in the limited time available, you should choose when so many fine opportunities can come your way for the asking.

BUSINESS COMES TO SCHOOL

DRESSING THE PART — Virginia Knox, Training Director, Bullocks.

What to wear and how to wear it; the importance of looking your bestNovember 7

HOLDING THE JOB — Mrs. Leona Madeira, Secretary to Superintendent of Schools, Montebello; President, Los Angeles County School Secretaries Association.

SEEING FOR YOURSELF — Field Trip, Farmers Insurance Company.

Where you think you will fit: in clerical, secretarial, or machine operationJanuary 9

FINDING YOUR PLACE — MSHS Alumnae Panel:

Anne Merlino, '49, Chief, Payroll Division, Pacific Tube.

Janet Armstrong, '49, Stenographer, California Bank.

Mrs. Carolyn Hurst Osborne, '48, Junior Typist Clerk, Montebello Unified School District.

Betty McCarty, '50, Steno-Clerk, Republic Supply Company of California.

What recent graduates say about job opportunities immediately upon graduationFebruary 6

GETTING FURTHER TRAINING — John N. Given, Director, Metropolitan Junior College.

What advanced schooling can do to help you climb the ladder.....March 6

CONSIDERING CIVIL SERVICE — Dr. Ralph G. Wesson, Los Angeles Representative, Cooperative Personnel Services, California State Personnel Board.

What advantages are offered in City, County, State and Federal EmploymentApril 10

APPLYING FOR THE JOB — Jack F. Holland, Assistant Cashier - Personnel Officer, Farmers and Merchants National Bank.

How to apply for a job the right and wrong ways demonstrated by students in interviews with Mr. Holland.....May 1

CHECKING ON THE JOB — Pacific Telephone & Telegraph Company Field Trip.

What the great communication utility can offer young graduates. All-day visit, with the company our host at lunch.....May 15

Reading Difficulties

By Harold H. Stephenson, Chairman, Division of Teacher Education,
Sacramento State College

SPECIFIC reading difficulties will always be present as long as there is no one best way to teach reading. It is unlikely that research will ever discover a single method which will be the most efficient one for all pupils and for all teachers.

Remedial reading would not be necessary if we had an adequate program for developing reading habits, skills and attitudes at times when children normally achieve them. It is difficult to visualize the time when we will have reached such a level of perfection that children, either because of themselves, or because of the learning process, or the teacher, will accomplish what each normal child could at any given age. It appears then that remedial reading is destined to remain an important responsibility of our school system for years to come.

In the past, remedial reading has been largely at the elementary level. Only recently has it been recognized as a responsibility of the junior and senior high schools and colleges. Remedial reading should become one of the essential parts of the adult educational program which will soon find its place as a part of the responsibility of the public schools of our nation.

The Classroom Teacher and Remedial Reading

The teacher of remedial reading should have special training and special aptitude for the work. Successful experience in a regular classroom is an indispensable background for remedial teaching. The remedial-reading teacher needs to know the theories which underlie the various methods of teaching reading. He must have versatility and imagination so that he can devise innumerable ways of presenting material and many techniques to accomplish his aims. The use of these methods must be suited to the special case and be built upon some interest or purpose of the child. A competent teacher begins where each pupil is — in terms of capacities, abilities, interests and needs — and guides his development in appropriate channels.

When a school system cannot have a remedial reading specialist, teachers may study remedial reading techniques

and develop skill in handling most cases. Perhaps the first step is to become familiar with recent books and magazine articles on the improvement of reading. Out of the vast number of tests available the teacher should choose a few of the best which will give a general estimate of a child's reading ability. Informal methods should be used in addition to test results. These may include observation of the child while reading, to note certain habits that may be the cause of poor reading. He should also get much practice in listening to children read and in making a tentative diagnosis of the difficulty as he listens. The teacher who studies reading cases will learn how certain family situations or school experiences may block a child's learning.

Causes of Reading Disability

As the classroom teacher comes to apply the generally accepted psychological principles of learning to the reading process, his methods will be improved and greater efficiency in reading developed among pupils. The teacher should adapt the kind of reading to the purpose for which the reading is done. Too little attention is now given to showing children different approaches in reading for study and reading for enjoyment and the different techniques and methods which should be employed.

The causes of reading difficulties are many and varied. They appear in constellations rather than in isolation. The combination in which they present themselves vary from pupil to pupil. Many of them are due to inappropriate adaptation of teaching methods or emotional maladjustments;

others are due to physical causes or maladjusted homes.

Visual difficulties are among the most common causes of reading difficulties. Other physiological causes include defective hearing, speech problems, poor motor coordination, malnutrition, glandular disturbances and infections of various kinds. By noting particular symptoms, teachers may become aware of some of the causes of difficulties. Among the most common symptoms is inability to concentrate on reading, apathetic, listless behavior, yawning, fatigue, irritability or nervousness.

Some remedial reading cases come from maladjusted homes or have unsatisfactory intra-family relationships. There may be a general atmosphere of emotional tension at home so that the child feels insecure and frustrated.

Intensive research during the last generation has broken down many false beliefs regarding the nature of reading problems. We are beginning to understand why and how reading needs must be developed and we are attempting to get at the base of reading problems. Two important elements are available to aid the non-readers and retarded readers: differentiated teaching procedures and instructional materials adequate for the purpose.

The Teaching Procedure

A teaching procedure is by nature an experiment. To judge its success in the teaching of reading, two important factors must be considered: its efficiency in improving reading abilities and its power to establish the desire for reading. The goal of reading instruction is to enable each child to advance in skill and interest as rapidly as his abilities permit. This goal can be attained only by taking into account individual differences in reading level, in interest, in learning rate, and in types of difficulties. Now, we need only the perseverance, ceaseless toil, vision, and determination to overcome reading difficulties.

TEACHER RETIREMENT—Important New Bulletin

A HANDBOOK on the California State Teachers Retirement System is a timely and valuable new bulletin prepared under auspices of the CTA State Committee on Teacher Retirement, by Louise B. Gridley, chairman of the committee.

Ralph E. Nelson, consulting actuary of the State Teachers Retirement System, assisted materially in the preparation of this useful handbook.

It fully and accurately covers all phases of the California State Teachers Retirement System. For copies address California Teachers Association, 391 Sutter Street, San Francisco 8; price per copy, 25c.

YOUR STATE DEPARTMENT OF EDUCATION



I. PUBLIC SCHOOLS WEEK

THE 32nd Annual Observance of Public Schools Week in California will be held from Monday, April 23, through Friday, April 27.

The disposition of California's citizens to demonstrate their concern in behalf of public education during this observance in 1951 will be especially welcome and significant. Our nation is at present engaged in war, and it is threatened by the possible spread of hostilities to world-war scope.

Here are some suggested themes that may be of value to teachers and administrators in organizing their programs for the 32nd Annual Public Schools Week:

1. An emphasis on public education as being in itself a service essential to national defense. As the public school program is designed to prepare our children and youth for the most effective possible American citizenship, this major element of American democracy may be stressed in various ways. Representative and interesting materials emphasizing this contribution may be drawn from the social studies programs in elementary, secondary, and adult classes in the community's public schools.

2. It may be suitable in some communities this year to exhibit the resources for national defense represented in the laboratories, shops, and other special training facilities of secondary schools. These are in many cases available and ready to serve the community in the event that special defense training programs for large numbers of adults become necessary.

3. Exhibits from public school instruction programs that emphasize the value of health, hygiene, sanitation, special education, and conservation, which lead to productive community action, should be of special interest in the 1951 observance.

4. The State of California and many communities have supported programs of increased financial support of the public schools during the past several years. Where such programs have enabled schools to meet acute problems of increased attend-

ance and growth, suitable recognition of the success of these public efforts may well be made during the 1951 Public Schools Week. Where need is still urgent for additional facilities, such need may properly be demonstrated during the observance.

Experience has given us firm confidence that the people of our communities are very deeply interested in many and various aspects of the educational experiences of our children and youth. Public Schools Week is a valuable opportunity to recognize and to express appreciation of that generous public interest.

—Roy E. Simpson,
Superintendent of
Public Instruction.

II. Conference on Spanish-Speaking People

THE Fifth Regional Conference of the Southwest Council on Education of Spanish-Speaking People, held at George Pepperdine College, Los Angeles, January 18 to 20, was a significant meeting, and was the first held by this Council in California. The Council estimates that more than three million people living in southwestern states are concerned in the problems considered by the group.

Among the Californians who participated in the conference are Dr. Hugh Tiner, president, George Pepperdine College and chairman, Los Angeles Council on UNESCO; Dr. W. Henry Cooke, professor of history, Claremont Colleges; Dr. Paul Prasow, executive director, and I. J. Shain, research technician, San Joaquin Valley Agricultural Labor Resources Committee; Dr. William Jack Stone, director, Los Angeles Project in Human Relations, and Dr. Ralph Beals, professor of anthropology, University of California at Los Angeles. Helen Heffernan, assistant chief, Division of Instruction, State Department of Education, served as conference director.

Sponsoring organizations included the Department of Education; the California Association of Elementary School Administrators; the California Association of Secondary School Administrators; the California Association for Childhood Education; several districts of the California Congress of Parents and Teachers; and the California School Supervisors Association. The General Education Board (of the Rockefeller Foundation) and the Anti-Defamation League of B'nai B'rith contributed to the support of the Conference.

III. New County Superintendents

THE 15 new county superintendents of schools assembled for a workshop on state educational services in the Conference Room of the Department in the State Library-Courts Building, Sacramento, on February 6 and 7. The Superintendent of Public Instruction and division and bureau chiefs reviewed the state's financial, consultant and advisory services available to county and district schools.

The new county superintendents who attended are: Colusa, Lloyd G. Johnson; Del Norte, Harland McDonald; Lassen, Lucille Gansberg; Madera, Emerson Bain; Marin, Wallace W. Hall; Merced, George Clark; Mono, Heiltje Wolzak; Napa, James B. Riley; Riverside, Ray Johnson; Sacramento, T. R. Smedberg; San Diego, Cecil D. Hardesty; San Mateo, James R. Tormey; Siskiyou, W. E. Roberts; Stanislaus, Fred C. Beyer; Tehama, Joseph C. Rapose.

CONSERVATION WEEK

17th Annual Observance, March 7-14
Sponsored by the California Conservation Council and Cooperating Agencies —

Part of a Year-Round Program.

Theme: Conservation — The People's Business

Wednesday, March 7 — California Conservation Bird and Arbor Day. Luther Burbank's Birthday; tree planting; conservation programs in public interest.

Thursday, March 8 — Water — Our Greatest Asset. Use and abuse of water resources; relation to population growth, industry and agriculture; prevention of pollution and waste.

Friday, March 9 — Forests and Conservation. Conservation practices in forests; wise use of natural resources and salvage practices in town and country, forest, farm and home.

Saturday, March 10 — Outdoor Good Manners — Fire Prevention. Nature and conservation studies and field trips; "Practice the Golden Rule"; prevent accidents and waste; clean up.

Sunday, March 11 — Recreation Outdoors. "Man and Nature"; what conservation means to individual and state; sermons; appreciation and preservation of scenic and recreational values; parks and beaches.

Monday, March 12 — Keep Soils Productive; Food for Defense. Methods of preventing and combating erosion; proper management of soils for sustained production; better nutrition for health and efficiency.

Tuesday, March 13 — Wildlife Conservation. Review work of conservation organizations and agencies; discuss need for action.

Wednesday, March 14 — Non-Renewable Resources. Minerals, oil, gas; why and how conserve them; what lack of any one means; other countries where they are found; emergency conservation.

Practice conservation every day. Help keep California fertile, fire free, clean and beautiful.

For free leaflets address California Conservation Council at 912 Santa Barbara Street, Santa Barbara.

It's time to write for another one of
Greyhound's full-color wall displays!



"See all the World—Here in America"

● Just off the presses and ready for you is the latest in the line of Greyhound's educational wall displays, *See All the World—Here in America*. Beautifully lithographed in natural colors, this 8-foot classroom wall display dramatically compares far-away places with America's scenic wonders. It makes a valuable visual aid for teaching many subjects, as well as a handsome classroom decoration. In addition to the wall display, this kit includes 16 pages of descriptive Lesson Topics. Write for your copy today!

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REGIONAL WORKSHOPS

TWO Regional Workshops will be held this month, one at University of Southern California, Los Angeles, on March 3, and the other at University of California in Berkeley, on March 10.

The two Workshops held last fall had over 300 CSTA members participating. The two in March should have many more, as their purpose is to give every CSTA chapter member an opportunity to participate in the deliberations of the five standing committees.

CSTA Council Meeting, April 13 and 14

This, the final meeting for the year, is important for several reasons. It marks the election of state officers for next year. The chapters which will furnish the officers are as follows:

President — University of Redlands,

Vice President — Sacramento State College,

Secretary — University of San Francisco.

These officers will be installed during the meeting.

By-Law Changes

In December the CSTA Executive Council voted changes in the Constitution and By-Laws, which have been sent to the various chapters for action. A good start has been made in the revisions, and the April meeting should see additional changes in order to complete the work.

HOW IMPORTANT IS CSTA?

By Dr. W. H. Dutton, Associate Director of Teacher Training,
University of California, Los Angeles

MANY answers could be given to the question "Is CSTA important?" The California Student Teachers Association is significant to those individuals who recognize the place of professional organization in the teaching profession. Others recognize the need for students, who are preparing to become teachers, to learn the skills for desirable participation in our leading state teachers association.

Some would emphasize the outcomes of active work in local student associations such as learning social skills, developing leadership abilities, recognizing the importance of improving human relationships, and catching the spirit of working to advance education in our Republic.

Open to All Students

Leading educators agree that a competent teacher should work in his professional organization.¹ CSTA has been established by California Teachers Association to provide a club that is open to all college students who are planning to become teachers.

Some students may interpret the "Student Teaching" part of CSTA to mean membership restriction until student teaching actually begins. This is far from the purpose of CSTA. Many schools direct freshmen and sophomore students into CSTA so

that they may benefit from three or four years of happy and successful professional organization activities. The local chapter should recognize the importance of this early induction into the campus chapter.

Professional Organization "A Must"!

Teaching is one of America's greatest professions. Its members comprise well over 1,300,000 teachers. This profession has developed a technology — The Know How — which represents an important body of information on how children learn, grow, develop, and become desirable citizens in our Republic. The sciences of our profession are educational psychology and educational sociology. Our inven-



To be effective and timely, your filmstrip library must be kept up to date. The S.V.E. Library makes available to you, vivid teaching material on Science, Arts, Social Studies, and many other interesting subjects. A few of the latest titles are listed below.

HOME ECONOMICS



HOMEMAKING SERIES

(Black and white)
(47 frames average)

A set of 4 filmstrips showing relative values of bread, vegetables, and fruits in the diet; proper food storage and preparations; economical purchasing; attractive table settings.

A616-1 Bread (manual)

A616-2 Canned Fruits, Vegetables and Juices (manual)

A616-3 The Gracious Hostess (captioned)

A617-2 Freezing Fruits and Vegetables (manual)

Individual filmstrips \$3.25

A616S, complete set, 4 filmstrips 12.00

PHYSICAL EDUCATION



BEGINNING SPORTS SERIES

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(In color)
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A complete program covering 7 popular sports (7 sets — 32 filmstrips) by the Athletic Institute in collaboration with sports authorities — Ned Day, bowling, Bob MacDonald, golf, etc. Each set covers history of sport, simplified rules, and correct basic techniques. Manuals. 33 1/2 rpm records.

Baseball — 5 filmstrips

Y581S, silent, \$34.68

Y581RS, sound, \$39.88

Tennis — 5 filmstrips

Y582S, silent, \$25.50

Y582RS, sound, \$29.75

Golf — 4 filmstrips

Y583S, silent, \$20.30

Y583RS, sound, \$23.60

Bowling — 3 filmstrips

Y584S, silent, \$16.54

Y584RS, sound, \$20.54

Archery — 4 filmstrips

Y585S, silent, \$17.90

Y585RS, sound, \$20.60

Tumbling — 3 filmstrips

Y586S, silent, \$14.00

Y586RS, sound, \$16.70

Badminton — 6 filmstrips

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Y587RS, sound, \$28.78

To order the above material and for a complete listing of titles, in The World's Largest Library of Filmstrips and Slidesets, see your Audio-Visual Dealer or write direct.

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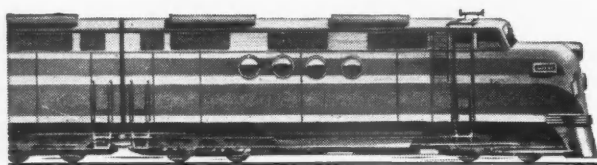
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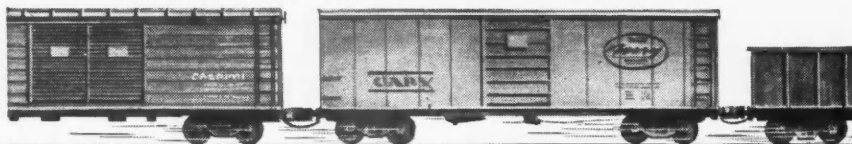
1345 Diversey Parkway, Chicago 14, Ill.

1. Association For Student Teaching. Evaluation of Student Teaching. p. 11, 1949.

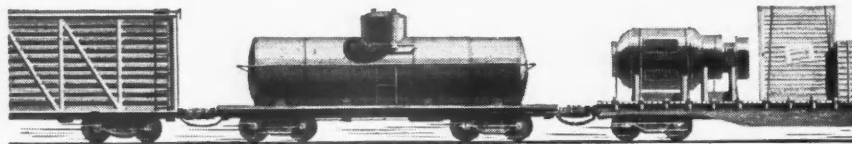
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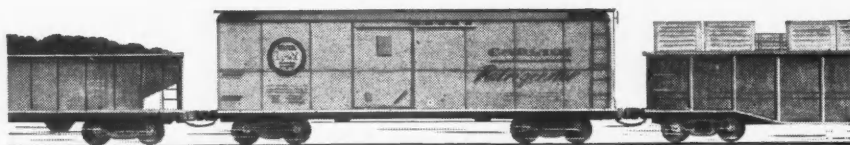
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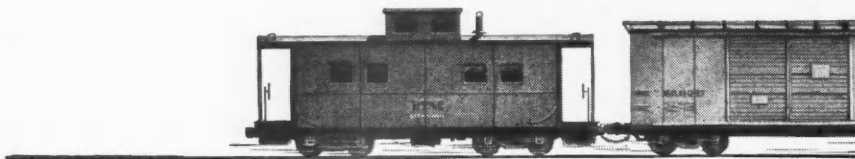
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tions center in new ways to teach children and adults. These techniques and methods are growing steadily in number and in importance.

Our professional organization begins at the "grass roots" — the local chapters in all leading cities in California. The CTA at present has 61,000 members and is among the strongest state teachers organizations in the nation. CTA is closely affiliated with the National Education Association, which has a membership of a half-million.

Membership represented by some numerical value is important. But the work done by the membership of these important professional organizations is the real test of value and accomplishment. A desirable CSTA member:

1. Stresses the importance of children and our democratic way of education above all else.
2. Believes in CSTA and CTA as the only desirable way to advance democratic education in a nation made up of organized groups which have both favorable and unfavorable attitudes toward teaching and education.
3. Understands the significance of a profession that can help children and adults understand the leading issues of our day.
4. Accepts the responsibility for using and improving our Code of Ethics to direct our work as teachers.²
5. Advances the purposes of the NEA and reaches out into the area of better world understanding and peace.
6. Continuously strives to become a better teacher through active work in professional organizations, through further education, through travel, and through in-service education programs.
7. Establishes more desirable relationships among home, school, and community through desirable interpretation of the school program and through active work as a citizen of the community.

Learning by Doing

The ability to work effectively in any group involves the knowledge of important skills. These skills are best learned through active participation in some campus chapter of CSTA. The opportunities to learn are provided when individuals conduct meetings, direct a committee, prepare a report, secure adequate data before making decisions, and understand how to get along with fellow workers.

Professional work thus starts much earlier in a student's career and really prepares him for much more successful participation in each phase of his advancement in teaching and in CTA. A rich variety of meetings are held such as: Junior Executive Council; leadership education conferences; re-

2. CTA Code of Ethics for California Teachers, State Council Meeting, San Francisco, April 9, 1949.

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March 1, 1951

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Dear Member:

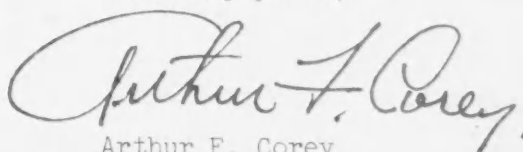
We are happy to announce that the Board of Directors has adopted the new CTA group health plan. This program was designed specifically on specifications drawn up by the CTA Insurance Committee with the help of the CTA legal staff and an insurance counselor. We submitted specifications to more than twenty insurance companies and non-profit service organizations. After many months of deliberation, it was our unanimous decision that the services outlined on the following pages as provided by Blue Cross in California would best meet the needs of our group.

Please bear in mind that the task of purchasing the most comprehensive benefits at the lowest cost was not an easy one. After your careful study of the provisions of this program, we know you will agree that the plan is designed to remove a large percentage of the financial hazard involved in hospital, surgical and medical bills.

We strongly urge your serious consideration of this plan. In order to participate, your school board must agree to make payroll deductions for your Blue Cross fees and send them to the Blue Cross office. This plan is available only through local chapters of CTA. At least 75% of the eligible members of CTA or local CTA chapter in your enrollment area must agree to participate before the plan will be made available. Non-certificated persons may enjoy the benefits of this plan provided they meet the enrollment requirements and a provision is made for them by the local CTA chapter.

It will be humanly impossible to enroll all groups at the same time. Therefore, your group should correspond with our office and direct your inquiry to Dr. Frank Parr who will make arrangements with the Blue Cross Plan for a presentation to your group.

Cordially yours,



Arthur F. Corey
State Executive Secretary

AFC:H

Your **C.T.A. Health Plan** provides **BROADENED BLUE CROSS**

100 Full Days of Hospital Care

for both the Subscriber and Family Dependents

ALL THESE HOSPITAL BENEFITS WITHOUT CASH LIMITATION

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- Care in a room of 3 or more beds or an allowance of the minimum ward rate toward better accommodations.
- All meals, specialized dietary service, and general nursing care.
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- All anesthetic supplies furnished by the hospital.
- All X-ray examinations when consistent with diagnosis.
- Electrocardiograms and basal metabolism tests.
- Laboratory examinations.
- Dressings, splints and casts.
- Physiotherapy and hydrotherapy.



ALLOWANCES

1 DRUGS AND OXYGEN

- Cost of drugs and oxygen paid up to \$10, plus one-half the cost of the balance. This includes all drugs listed in the following publications: "United States Pharmacopoeia", "National Formulary", and "New and Non-Official Remedies"

2 PHYSICIAN ANESTHETIST

- An allowance of \$10 to \$40 to help pay the fee of a physician anesthetist. (When anesthetic is administered by a salaried employee of a hospital, services are paid in full.)

3 MATERNITY

- Hospital services and benefits above up to \$50 for delivery and conditions arising from pregnancy. Available to female subscriber or the wife of subscriber when two or more persons in family are enrolled under the same contract for 10 months. No other hospital benefits.

EMERGENCY HOSPITAL CARE

- If your Doctor sends you to the hospital emergency room for treatment because of an accidental injury, hospital services will be paid if rendered within 24 hours of time of injury to your Doctor first.

Plus **SURGICAL BENEFITS** and **MEDICAL BENEFITS**



This separate benefit provides you with money to help pay your doctor's bill if you undergo a surgical operation, or treatment for a fracture or dislocation. Payment is made in cash according to a schedule varying from \$5 to \$300. You may select any licensed physician and surgeon; no restrictions to a limited list.

Here Are A Few Examples:

Appendectomy	\$150.00
Appendectomy, Ruptured	200.00
Cholecystectomy (Removal of Gall Bladder)	200.00
Hemorrhoidectomy	100.00
Caesarean Section	150.00
Hysterectomy	200.00
Tonsillectomy and Adenoidectomy	50.00
Fenestration (Major surgery for the correction of hearing)	300.00

(A complete list will accompany your contract.)



This benefit is PAID IN ADDITION to your hospital bill. \$3.00 a day is PAID IN CASH to you for a NON-SURGICAL or non-obstetrical case, when either you or a family member is entitled to hospital benefits.

Hospital, Surgical-Medical Exclusions

Workmen's Compensation cases; care in federal or state hospitals; hospitalization primarily for diagnostic study; care for extraction of teeth or other dental processes; convalescent care or rest cures; pulmonary tuberculosis and mental disorders after diagnosis; conditions caused by or arising out of an act of war, armed invasion or aggression; any hospital services other than those specified.

BLUE CROSS PROTECTION BENEFITS



THESE ADDITIONAL BENEFITS

for the Employed Subscriber Only

★ DOCTORS' HOME AND OFFICE CALLS

HOME CALLS—Benefits begin with first visit for each accident and with third visit for each illness. \$4.50 per visit each day.



OFFICE CALLS—Benefits begin with first visit for each accident and with third visit for each illness. \$3.00 per visit each day.

(Benefits up to \$225 per year)



Benefits will be furnished the subscriber (but not to family dependents) for X-ray and laboratory examinations not requiring hospitalization.



For examinations for illness, up to \$35.00, will be paid per year. These benefits are renewed annually even though the same disability recurs.

★ OUT-PATIENT AMBULATORY X-RAY AND LABORATORY EXAMINATIONS

For examinations for accidental injury up to \$35.00 will be paid in connection with each accident.

Exclusions applying to Doctor's Home and Office visits, Ambulatory X-ray and Laboratory Benefits: Dental examinations or treatments; eye examinations; physical checkups; conditions resulting from pregnancy; mental or nervous disorders and pulmonary tuberculosis.

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You simply show your Blue Cross card to the admitting clerk at the hospital and to your doctor. Blue Cross makes payment directly to the hospital for all the services to which you are entitled. If you are eligible for surgical or medical benefits a check will be mailed to your home address.



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You may select your own doctor and any contracting hospital of the Plans.¹⁰

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The Blue Cross Plan is designed to provide the most protection at the lowest possible cost to you. All representatives are on a salaried basis; no commissions or bonuses are paid to anyone.

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Even if you are away from home, your Hospital, Surgical-Medical Benefits will be paid by the Plan.

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You and your family may join Blue Cross without a physical examination. Blue Cross group protection has no age limit.



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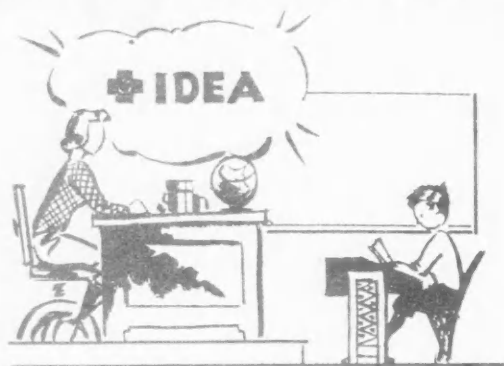
Blue Cross (Hospital Service of California and Hospital Service of Southern California) is operated as a non-profit community service. The Board of Directors is composed of community leaders, hospital administrators, and the medical profession, all of whom serve without remuneration.

Blue Cross operates on the principle that a seriously sick person needs hospital service, not cash later, and so a service contract was developed guaranteeing hospital care. To fulfill its purpose, Blue Cross makes its service available at the lowest possible cost. **The Blue Cross features listed to the left are but a few of the many advantages of this protection.**

¹⁰In the service area, care will be furnished in any contracting hospital of the Plans.

Outside the service area, care will be furnished in any lawfully operated hospital in the world.

A Brief History of the Fastest Growing Prepaid Health Movement in America



In 1929, a group of teachers in Dallas, Texas, were faced with the fact that as individuals they could not save enough to pay hospital bills in an emergency. Millions of other Americans had found themselves in the same plight without being able to do anything about it. But these Dallas teachers did something about it. By a little figuring, they found that as a group they could easily pay all the hospital bills they were likely to incur. So they persuaded the Baylor University Hospital to agree, for a small fee each school semester, to provide twenty-one days of hospital care to any one of the teachers who needed such care.

When the experiment proved successful, others besides school teachers asked to be included in the plan. Other hospitals learned about it and followed suit. But in cities having more than one hos-

pital, overlapping and competitive difficulties arose. It became clear that to be really successful, any plan would have to include nearly all the hospitals in the area and permit the patient to choose the one he wished.

This was the beginning of Blue Cross. It has become one of the most remarkable developments in American life.

Today BLUE CROSS provides protection for more than 40,000,000 Americans.

WHO MAY ENROLL?

C.T.A. Members (actively engaged in the teaching profession), members of local C.T.A. chartered groups, members of the C.T.A. staff, and non-certificated employees of school districts may enroll during the enrollment of a particular group.

Family members eligible for Hospital, Surgical-Medical Coverage (but not Doctors' Home & Office Visits and Ambulatory X-ray and Laboratory Benefits), are spouse of the subscriber, and all unmarried children over the age of thirty days and under the age of nineteen years.

ENROLLMENT REQUIREMENTS

The Blue Cross Plans will conduct the enrollment on the basis of designated enrollment areas such as school districts, counties, or other geographical areas.

A salary deduction procedure must be established which is acceptable to the Blue Cross Plan.

An enrollment campaign in any enrollment area to qualify for acceptance must result in the participation of at least **seventy-five per cent** of those individuals in the area who are eligible for the protection.

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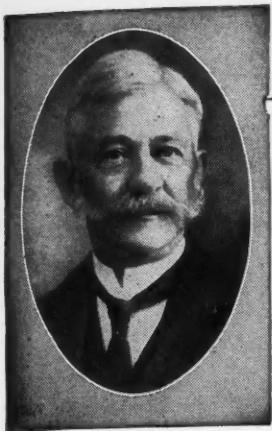


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1951
SUMMER
QUARTER

University of
Denver



FIRST TERM: June 18 to July 20 • SECOND TERM: July 21 to August 22

Graduate and undergraduate students will find an unusually wide variety of educational and recreational opportunities in the University of Denver's 1951 Summer Quarter program. Activities in many areas will be related to "An Inquiry into the Prospects of Freedom in the Last Half of the 20th Century" which the Social Science Foundation will conduct as a feature of its 25th Anniversary observation. All summer students will

have an opportunity to hear internationally famous lectures which the Foundation will bring to the campus.

Conferences, institutes, workshops and intensive work sessions will be held in education and many other areas. The colorful Colorado Rockies will provide a perfect setting for the numerous scheduled recreational activities.

For further information and a copy of the Summer Quarter Bulletin, write:

Director, Summer Quarter, University of Denver, Denver 10, Colorado

gional meetings; state committees on code of ethics, international relations, teacher education and professional standards, recruitment, and standing rules; and the many meetings, social and professional, held by the local chapter.

Better Planning — Better Programs

This year marks the beginning of Leadership Education Conferences for all new CSTA officers. The Asilomar Conference, October 27-29, was an outstanding success. Through the able direction of Mary Ball, our state advisor, and the CTA regional staff, all local chapters participated in a wonderful training and planning program. The yearly programs were planned for most schools. The campus advisors, likewise, had a very stimulating experience working with their officers and with the advisors from other institutions.

CSTA and 1951

As chapters move forward this year, we should have many desirable feelings toward our organization. Membership has been steadily climbing and will reach an all-time peak near the 5,000 mark! Our student leadership is improving yearly. The programs of local chapters have been steadily improving. As our members leave the local chapter they are quickly taking positions of leadership in local CTA groups. The quality of teaching in California is improving rapidly because of improved teacher education and because of the high professional standards CTA is helping to maintain. We quickly recognize, however, that there is much to be accomplished.

HOW important is CSTA? Each local chapter and each individual member must answer this question in terms of the purpose they have set for themselves for 1951!

HURRAH FOR LONG BEACH

Over 92% Enrolled

MRS. Laura L. Bassett, president of the club, and the City Teachers Club of Long Beach, merit high praise for the fine NEA membership record in Long Beach. In response to a letter from California's two NEA directors to all local clubs, to undertake a second drive to boost CTA and NEA memberships, Mrs. Bassett stated that "over 92% of the entire teaching staff of our Long Beach schools (this includes directors, supervisors, etc.) are members of the National Education Association."

This is the kind of splendid record which the NEA directors (Vera Hawkins of San Diego and Myrtle Gustafson of Oakland) need to receive from every school district.

**Earn \$100 a week
or more this summer!**



**Be \$1000 ahead next fall through
this pleasant, dignified work!**

Discover for yourself how you can earn \$100 or more a week representing The World Book Encyclopedia in your local area. Thousands of teachers just like you do this easy, dignified work every summer vacation.

They tell us it's a grand feeling to be *money ahead* when school reopens—especially when the work is so satisfying and worth-while! Many of them continue with us on a part-time basis throughout the year.

We give you free training, and help you in every way possible. *You cannot do this work our way and fail!* Some of our highest-paid representatives have been drawn from the ranks of teachers!

Send the coupon today to see how **YOU** can supplement your summer income this pleasant, profitable way.

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World Book, P. O. Box 5968, Chicago 80, Ill.

Please send me details of World Book's Teacher Plan, showing how I can earn \$1,000 or more this summer.

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Audubon Camp of California

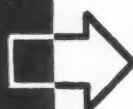
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Donald B. Jones, Manager



A HONEY!

By Miriam C. Beckwith and William Murray, Teachers, Teague Elementary School, Fresno County

YES, it was a honey of an idea and like all good ideas it worked! The mathematical formula reads:

An appeal to decency plus a reward for decency equals a response to appeal, plus scores of plywood cut-outs in the hands of deserving owners.

The set-up is this: At the beginning of the present school year the disgusting condition in the boys lavatories in the farther corridor, left daily by a bunch of smart-alecks, was enough to make your eyes sore.

And now at the end of a two-months "gentle persuasion," the shining cleanliness of these same washrooms is really a sight for sore eyes!

How Was It Done?

An auburn-haired, bright blue-eyed man who answers to the title Friend-to-Rascals-and-Cherubs (and we have plenty of both brands here at Teague School) rubbed his jaw thoughtfully one evening late in September, 1950.

"H-m," he h'm'd, "those boys don't take to respecting school property, and something's got to be done."

So Mr. Friend-to-Rascals-and-Cherubs talked over his plan with The Chief (we call our principal "Chief" behind his back), got an o.k., and began cutting out plywood donkeys, ducks, trucks, children and all the et ceteras fore and aft. Yes, he cut scores of these plywood toys, as awards for the rooms of the farther corridor which could prove ordinary decency in toiletroom "etiquette."

Decency included economical use of paper towels, soap, toilet tissue—careful disposal of towels in receptacles provided—refraining from tracking mud into washrooms and from smearing mud on toilet seats—refraining from splashing and squirting water all over the place.

The idea caught as boys from rooms which proved their cooperative activity happily displayed their collections of Mr. Friend's plywood toys.

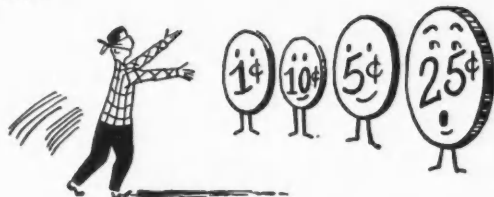
Friday afternoon near closing time—i.e., 3 p.m.—teachers in the far corridor found their entire rooms—girls as well as boys—listening, listening, listening, listening. Was it for the dismissal bell that they were listening? No, they were hoping to hear the familiar tread of Mr. Friend, bringing his plywood "tokens of apprecia-

What's Your Answer?

A QUICK QUIZ ON BITUMINOUS COAL...THE ANSWERS TO WHICH MAY SURPRISE YOU AND YOUR PUPILS

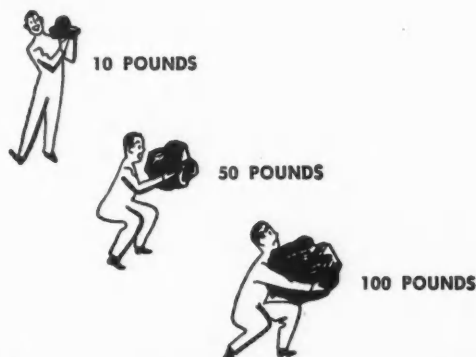


Q Here's some "small change" that amounts to *big* money. Combine two of the coins below to find the exact amount contributed to the miners' welfare and pension funds by the coal operators for each ton of coal the miners produce.



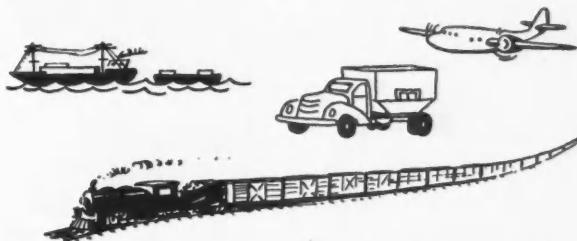
A Combine the quarter and the nickel for a total of thirty cents a ton. This adds up to about 125 million dollars a year. Man for man, more money is spent on miners' pensions, health, and insurance than on benefits for the workers in any other major industry.

Q How much coal is needed to make any one of the following: 300 pounds of cement; 100 pounds of paper; 70 pounds of steel; 100 pounds of aluminum? Circle the right man.



A 100 pounds of coal is the right answer. When you think of the staggering amounts of paper, steel, aluminum, and cement that America consumes each year, you'll realize what a great part coal plays in our American way of life.

Q One of the biggest and most vital moving jobs in the nation is the shipment of coal from mines to market. Check the three means of transportation most important to coal.



A Railroads, waterways, and trucks are coal's big carriers. The only time airplanes carried coal in quantity was during the "Berlin Air Lift" when more than two-thirds of all the tonnage flown to Berlin was coal. In America, coal accounts for over 24% of the total tonnage hauled by Class I railroads.

Q Here's a "true-false" question on home heating.

You can have coal heat in your home all year long without ever touching a shovel.

☐ TRUE

☐ FALSE



A Absolutely true! Modern coal stokers feed coal directly from the bin to the furnace, and even remove ashes automatically. Coal continues to be the source of the most even and healthful heat known.

Free Booklet!

These questions and answers are only four of *many* in our fascinating new booklet—"King Coal Quiz." It's interesting and it's fun. You and your pupils will enjoy it together. Write for your free copy today!

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BETTER BEHAVIOR IN THE CLASSROOM



South Pasadena teacher tells how she benefits from articles by world's prominent educators.

"I'm helped a great deal with everyday classroom problems by reading the articles by prominent educators which appear in the education pages of *The Christian Science Monitor*," writes Miss Patricia Wiggins of South Pasadena's Lincoln School.

"One article told how you can use honest praise to encourage youngsters to get along more harmoniously with both the class and the teacher. I applied this principle to a situation in my class, and soon everyone noticed how much happier and well-behaved one little 'trouble-maker' had become! Once again I could thank *The Christian Science Monitor*."

Valuable for Current Events

"For current events, we study this newspaper regularly. It's an invaluable aid in all our school subjects. And each time the bulletin board is changed, up goes another of its descriptive articles or pictures."

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Teachers and students in 3000 schools and colleges read *The Christian Science Monitor*, and benefit from its special features, reviews, editorials and timely articles on all subjects vital to classroom studies. Its thorough behind-the-headlines reporting saves hours of research for source material.

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tion" as our friend chose to call his offerings to the various grades.

Hush-hush remarks of worried or guilty consciences could be heard from young male throats during these dramatic-suspense moments on Friday p.m.'s.

"Say, Ted, you should have been more careful about that soap you used Tuesday, remember? What do you want to do — spoil our record?"

Or, "Wonder who wrote on the wall? If we can find him, we'll push him around alright! Just think if our friend got an idea it was one of our room that wrote that stuff on the wall!"

Gradually — ever so gradually — the attitude of "Doing good to get a

reward" crystallized into a real appreciation of nice, decent, clean wash-rooms.

Is there a fear that former nauseating conditions will return?

No, there is no such fear, for the boys are now their own judges and jurors, and when that self-disciplining steps into group psychology, the situation is under control.

We, who have seen this almost-miracle performed, desire to share with any or all confronted with a similar situation. Of course, we can't share our Mr. Friend, which is just too bad. He not only gets good ideas, but also has the patience and perseverance to carry such "a honey" of an idea as this one to a successful outcome.

"With Malice Toward None"

AN EIGHTH GRADE BECOMES A WORLD ASSEMBLY

By Mrs. Jane R. Combs, Teacher, 8th Grade, Central School,
San Carlos, San Mateo County

MR. PRESIDENT and members of the United Nations Assembly, I would like to suggest that the problem of the future governing of Korea be turned over for study in a special committee."

This was part of the answer to the query of an 8th grade student in the San Carlos Elementary School: Why are U. S. troops fighting under the UN Flag in Korea? The more complete answer was found as 28 students became representatives of UN member nations, scattered throughout the

world. The history, geography, culture and social standards of each nation were discovered by research, letters to UN headquarters in New York. There followed extensive written reports.

Culmination of the project came when the delegates met in a series of mock UN General Assembly sessions. Insofar as possible, personalities were adopted by the student-representatives. "President Entizam" opened the sessions with silent prayer so each delegate could pray in his own manner. "Trygve Lie" was on the rostrum.

Here is our 8th Grade UN General Assembly in Action





The lesson that comes in the weekly groceries

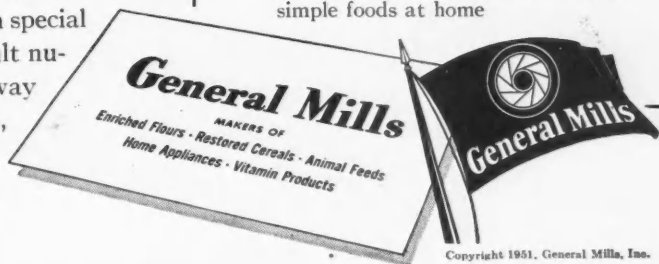
Here, with the help of a willing parent, a very interesting lesson in nutrition is going on . . . and nutrition lessons studied in school are being applied to real life. After working with Mother in planning the menus and buying the groceries, Jimmy and Sue are seeing for themselves how foods from each of the Basic 7 groups make up the family fare.

Once parents realize how important health and nutrition teaching is to their children's well-being, they are eager to help, and this home-front approach gets results. Parents report that children improve markedly in their eating habits when they can actually take part in family food buying and meal planning.

There are various ways of enlisting parent cooperation in school nutrition and health education projects—among them special "Parent Days," helpful printed materials, and adult nutrition courses. If you have a particularly effective way of your own you'd like to share with other teachers, or if you'd like information on other phases of nutrition and health studies, write to the Education Section, Dept. of Public Services, General Mills, Minneapolis 1, Minn.

A Few Ways in which Parents can cooperate in a Health and Nutrition Program:

- Checking daily menus with the Basic 7 Food Groups chart
- Considering the school lunch in planning home menus
- Cooperating in the school lunch program
- Encouraging children to prepare simple foods at home



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Write to Summer Session Director for Bulletin

UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES 7, CALIFORNIA

"Dr. Ralph Bunch" reported on successful negotiations for peace in Israel. "Jacob Malik" spoke feelingly of how he had been forced to use the veto repeatedly "to safeguard the interests of my country."

The pros and cons on the recognition of Red China were brought out for discussion, but it was the debate on the Korean problem that sent the Russian delegation stalking in silent protest from the room. "Mr. Rau" of India offered to serve as mediator in peace negotiations. The representative from Yugoslavia abstained from voting to maintain neutrality.

Annual reports were made by many of the alphabetical agencies: UNESCO, FAO, WHO, UNICEF, ILO, ECE, ECA, as well as by the commissions on Atomic Energy, Genocide, and Human Rights. Each delegate had the floor at least once, if not several times.

To lighten the solemnity of the occasion, the Assembly joined in the singing of the national anthems of the Big Five. "Warren Austin" was host one evening at a UN Fiesta, as costumed delegates of 28 nations joined together in folk dances of European origin. Refreshments were made from South American products. "Diplomats" reverted to the happy-go-lucky behavior that should be the heritage of children throughout the world.

THE youngsters had very much lived the parts they had been playing. They had pestered their dads and mothers for newspaper clippings, and had demanded priority for news on the radio. The UN, its ideals and goals, had become a living entity for these future world citizens. Each is now alerted to the destiny of democracy, and each feels, in the words of Lincoln, "*malice toward none, with charity for all, and firmness in the right as God gives us to see the right.*"

Studying Is Fun

(Continued from Page 14)

is part of the class in nature activities. In it the camper does many things to improve himself as a youth leader. He learns to make simple things that can be duplicated in a school-room or constructed out-of-doors in a youth camp; he learns many crafts, techniques, and elementary experiments that are immediately applicable to teaching or camping experience.

But the activity around Audubon camp is not all work and no play. Much of it is purely recreational.

Sometimes the campers go to historic Donner Lake for an afternoon swim in the clear, invigorating water. This beautiful lake, within a few minutes drive from camp, is well known as a vacation resort. Another popular sport is horseback riding; there are stables not far from camp. Often on the week-end campers take all-day rides into the high country above timberline, where the alpine flowers are at their best in the late summer.

On each Sunday in the middle of each session there is an all-day boat trip around beautiful Lake Tahoe. The instructor takes every opportunity to point out places of historic or geologic interest.

In each session is an elective afternoon when the camper may choose one of a number of activities under the guidance of a staff member. The hike to timber line or to the top of Mt. Lincoln attracts many. From these high places the view of the Sierra is magnificent, and the hiker feels amply rewarded for his efforts. Along the trails beautiful gardens of wild flowers bloom in close proximity to the snowbanks that last all through the summer. The historic Emigrant trail passes within a few hundred feet of the camp itself, and campers frequently visit the old camp sites. After a hike the campers return to an evening of group singing, a camp fire, games, or square dancing.

Good work requires good food, and the camper is served plenty of the best food prepared by cooks who take pride in their work.

LIKE the group on the porch, the average camper leaves Audubon camp with regret, but happy in the knowledge of two weeks well spent. To him the High Sierra is more than memories. To him these magnificent mountains represent soil, forests, fish, wildlife, recreation, and water — all of which must be wisely used to make a better America today and tomorrow. Visit an Audubon camp next summer and see what fun it is to learn.

OAKLAND SCHOOL CHANGES

IN addition to the list of administrative appointments and transfers in the Oakland schools, as published in this magazine, February 1951, page 26, the following 3 additional changes have been received.

Mrs. Myrtle R. Wilson is assigned from principal at Grant School to principal at Redwood Heights School.

William A. Connolly is assigned from principal at Redwood Heights School to principal at Emerson School. Dr. Eugene Hilton is retiring from the teaching field and going into missionary service in England.

Robert E. Taylor, who has been teaching at Laurel School, is assigned as acting principal of Grant School.



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- 2. THE TEACHER'S ROLE IN MENTAL HYGIENE. Herman M. Jahr and Fred V. Hein. 15 cents.
- 3. HEALTH APPRAISAL OF SCHOOL CHILDREN. 15 cents.
- 4. SAFEGUARDING THE TAKE-OFF TO SCHOOL. Gaylord W. Graves. 15 cents.
- 5. ARE COMIC BOOKS A MENACE? Thomas and Lois Hoult. 15 cents.
- 6. UNDERSTANDING THE ADOLESCENT. Smiley Blanton. 15 cents.
- 7. NOT JUST EXERCISE. Fred V. Hein. 15 cents.
- 8. JOHNNY MAKES THE TEAM. Fred V. Hein. 15 cents.
- 9. ANSWERS TO PRACTICAL QUESTIONS ON MENSTRUATION. Margaret Bell. 15 cents.
- 10. SEX EDUCATION FOR THE TEN YEAR OLD. A guide for parents and teachers. Harold E. Jones and Katherine Read. 15 cents.

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The Second Century

(Continued from Page 12)

have occurred particularly in Eden and Washington Townships, which include in general, Hayward, San Lorenzo, Castro Valley, Centerville and their environs. Local contractors speak in terms of constructing thousands of homes in single tracts. Ten years ago we would have called it fantastic. As we face our second cen-

tury, we gear our educational speed to these colossal specifications.

The building program of the Alameda County Schools is only one of several goals for the beginning of the second century. We are integrating the State Framework for Public Education to the curriculum of the Alameda County schools. In this regard we are fortunate in having two members of our county staff, Mrs. Ethel S. Ward, assistant super-

intendent, and Donald L. Harrison, coordinator and director of instruction for Alameda County Schools, as members of the California Framework Committee.

We wish to see a centralized storehouse of professional leadership by State, County, or larger district units to insure superior programs of inservice training of teachers, materials of instruction, and supervision.

To facilitate progress and to meet the need for equal opportunities we favor increased State aid.

We anticipate the day when the emergency pressure lifts, so that selection of only highly-trained teachers is possible. Meantime, however, we are cooperating closely with the teacher-training institutions. We are diligently fighting for higher salaries for teachers both to attract the best material for the training colleges and to keep the present teachers from leaving the profession.

Equal Opportunities

A wide-range program is equalizing educational opportunities for all children in Alameda County's rural and suburban schools. Knowing that almost half of the students in California originally attend such schools, and that more than half of the children will some day reside in metropolitan areas, we are trying to offer them an equal chance in life with their city brothers and sisters. In Alameda County what were once cow pastures and tomato patches are fast becoming suburban communities, so that the ratio will be even higher.

Near to our hearts is the hope that educational television will become a reality to America's schools. We are convinced that television is the greatest single instructional aid in history. One of its strong points is that it combines learning by sight, sound, and participation on the part of the pupil. No other teaching device combines all of these facilities in such an ideal proportion. From kindergarten through adult courses television offers educators an enormous potentiality, which we in Alameda County hope to employ in our schools as soon as possible.

WITH the dark clouds of the present military crisis hovering over the world, young people need an even greater educational bulwark than ever before. Alameda County schools have girded themselves to meet this demand. As we enter a second century of service to the youth of this area, we realize that what sufficed in the past is only the foundation upon which the educational structure of the future must be built.

New Horizons in Teaching

Suggestions we hope you will find interesting and helpful

1587-Wm. Shakespeare was living

1620-Pilgrims land at Plymouth

1776-Declaration of Independence

1807-1st Steamboat regular service

1861-Abraham Lincoln was President

1917-U.S. entered World War I

1950-Tree harvested

PHOTO by courtesy of EDWARD HINES LUMBER CO., Chicago.



Hitching Your History Lessons to a Tree

Here's real link to Past—tree alive in Shakespeare's time, still living, 1950

The mighty Douglas fir in the above photograph was 363 years old when cut down last year. Its rings record its age as is the way with trees.

In our Pacific Northwest you can see forests of these giant fir trees 300 to 500 years old. The oldest on record, 1400 years.

America also has fabulous sequoias between 3000 and 4000 years old, that were "young in King Solomon's time"; old gnarled cypress trees estimated to be 1300 years old. Oaks and elms can bring history closer, too.

If further interested, Tree-Ring Society at Univ. of Arizona, has 18 page pamphlet DATING PREHISTORIC RUINS BY TREE-RINGS, illus. 35¢—; Univ. of Washington Press, Seattle 5, has thrilling illus. 49 page booklet TREES OF MT. RAINIER NAT'L PARK 75¢—; Calaveras Grove Assoc., Stockton, Cal. has STORY OF CAL. BIG TREES, 44 exciting pages, illus. \$1—; Am. Forestry Assoc. 919 17th St. N. W. Wash. D. C. has 111 page illus. spiral bound TREES EVERY BOY AND GIRL SHOULD KNOW (trees by age, historic people, events, fascinating facts) 50¢—; Supt. Doc., Wash., D. C. has 52 page reprint to KNOW THE TREES (165 varieties)—and 36 page THE GIANT SEQUOIAS of Cal.—both illus., 15¢ ea. Western Pine Assoc., Portland, Ore., has free list of 74 folders, booklets, teaching aids.

Millions of busy people daily enjoy

WRIGLEY'S SPEARMINT GUM for the fine little lift

it gives. Try it yourself after a heavy day. See how the bit of sweet and pleasant chewing help brighten things.



Child Personality

(Continued from Page 13)

a psychiatrist. She's just being normal, and I'm the one who must relax!" Teachers had helped her to that decision, had interpreted to her the natural rebellions of the adolescent, and reassured her as only they could.

This task of providing personality insurance is not a small one. It is concerned with the major health problem in America today. Mental illness, less understood than any other illness, is responsible for the overcrowding of hospitals and institutions throughout our state and nation. More than half of all the hospital beds in the United States are occupied by mentally ill persons. It has been estimated that out of every one hundred school children, four or five will eventually be inmates of a mental hospital; four or five will suffer from some mental illness needing special treatment if not hospital care. Another one or two will commit some serious crime or delinquency; three or four will be so handicapped in personality adjustment that they will not be able to develop reasonably acceptable citizenship.

This midcentury year should be a turning point in the history of the mental hygiene movement. More than 5,000 of our specially trained professional people and leading citizens from every part of the nation and its territories met at the fifth White House Conference, and it was magnificently prepared for by citizens in every state. From its findings we should all take new inspiration, for we have new guideposts to the development of a healthy personality. We have the wisdom of years summarized for our study.

TOGETHER parents and teachers in California can develop a program which will help every child in our state to reach the goals set by Oscar Ewing, Federal Security Director, as he opened the conference and described the mentally health person as:

"One who is free to operate at somewhere near top mental and physical capacity — whatever 'top' may be for him as an individual.

One to whom fear is a healthy danger signal, not a nightmare.

One who can accept with respect and equity those who differ from him in capacity, in achievement, in custom, or in faith.

One who would choose the ways of peace — yet, in time of decision, can stand against all odds for what he believes is right."



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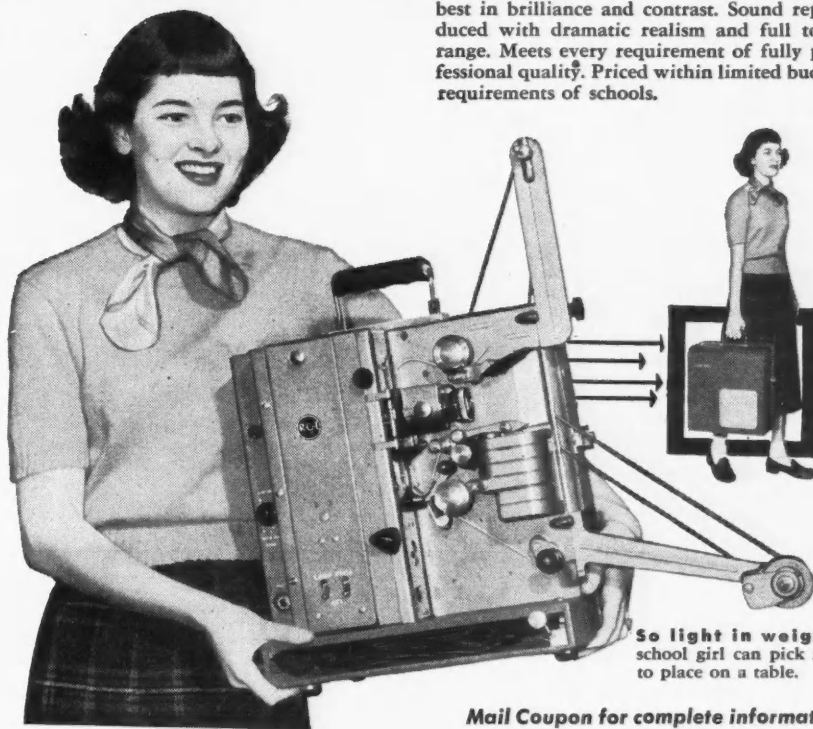
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NEW BOOKS AND AUDIO-VISUAL AIDS

Capitals of California, compiled and written by students of C. K. McClatchy Senior High School, Sacramento (S. A. Pepper, principal), the 11th volume in the series issued by The Nugget Press of that school, is the 3rd and last in the current series commemorating California's 3-year centennial. This fine booklet of 50 pages is well printed, illustrated, and attractively bound. Like its predecessors, it is a real credit to the school and a valuable historical work.

Little Games and Parties by Margaret Powers is a charming illustrated book to be read to little children; price \$2.75. In pictorial form, it gives complete directions for many games and parties for small folk. The author, a mother and elementary school teacher, also wrote *A Book of Little Crafts* and *The Party Table*; publishers of the 3 books are Chas. A. Bennett Co., 237 North Monroe Street, Peoria 3, Illinois.

The 1950 Yearbook of the Educational Press Association of America lists in 44 classifications 807 educational periodicals, and is useful to people who want to read and write in the field of education. It includes also lists of educational periodicals in other countries around the world. Price \$1 per copy, from Educational Press Association of America, 1201 Sixteenth Street, NW, Washington 6, DC.

TWO NEW FILMS

These films are 16 mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors. For those you are unable to locate, write to this magazine and your letter will be forwarded to the producer.

The Fun of Making Friends. 10 min. color also; Coronet Films. When a feller needs a friend at 8, 9, or 10, he sometimes wonders what to do. Joey, in this film, gives pointers to start the fun. Joey spells four secrets of making friends with his printing set, then follows them to new discoveries. Good questions lead the audience to creative thought. Ideas and attitudes are basic for friends of all ages, but the situations and the vocabulary are for elementary school children.

Painting (series of 3 films), Young America Films:—**Learning to Use Your Brush** (10 min.), in this series for beginners of any age, shows how to hold and use a brush in practice strokes, and in combinations of strokes to make pictures. **Learning to Mix Colors** (5 min., color) demonstrates and defines as it shows secondary colors made from primaries, and how varied proportions make different tones. **Painting Solid Forms** (10 min.), using opaque colors, explains that highlights help give depth to flat shapes.

Two social studies bibliographies to enrich and supplement the California state framework have been compiled by the Elementary and Junior High School Committees of the Northern Section of the School Library Association of California, — Library Books for Social Studies, Grades 1-6; and Library Enrichment Materials for 7th and 8th Grades Social Studies. These lists are available for 50 cents each from Miss Kara Witcher, 1071 Lombard Street, San Francisco 9.

Oakland Public Schools have issued a special edition of the valuable visual handbook "Setting Up Your Audio-Visual Education Program" published by Stanford University Press. Originally prepared at the request of the California Secondary School Principals Association, this comprehensive illustrated guide is distributed by Stanford University Press, which is prepared to supply specially-imprinted editions similar to the Oakland manual.

America Reads is the title of the new Scott, Foresman fine series of anthologies for high schools, to help boys and girls understand, enjoy, and use literature. Book 1 (grade 9) is entitled Good Times Through Literature; price \$3.20. Guidbook is free on introductory orders; the accompanying workbook entitled Think-It-Through, — pupils edition and teachers edition — each 64c. Address Scott, Foresman and Company for descriptive leaflet at 533 Mission Street, San Francisco 5, or 186 West Waverly Drive, Pasadena 2.

Pleasure Reading Series, published by The Garrard Press, Champaign, Illinois, a set of 3 books, part of the nationally famous Dolch materials for the better teaching of reading, provides easy, interesting reading and presents the famous stories with which each generation should be familiar. Skilled writers for children here tell the famous stories of the past, — (1) Bible Stories (2) Fairy Stories (3) Famous Stories, tales from Arabian Nights and old Greek Stories. Complete set \$5; single copies of any title, \$2.

A BOOK — AND BOOKS

By Laura B. Everett, Oroville

PARTNERS: the United Nations and Youth, by Eleanor Roosevelt and Helen Ferris. This epoch-making book, written for young people, should appeal to everyone. It is a clear and illuminating account of what the United Nations are doing and what their objectives are. To the helpless and undernourished on three continents the UNICEF (United Nations International Children's Emergency Fund) has brought food and clothing and help and hope. They ask only two things of the people to whom they go: that the government shall supply a sum equal to the one they spend, and that the people shall invite them. They never go uninvited. With the help of WHO (World Health Organization) health and sanitation are also brought in. The book is attractively illustrated with photographs of real groups. Doubleday; \$3.

Ali of Baku, by Judith Shouisky and Ruth T. McGibeny. Ali, a boy of Azerbaijan, leaves home to go to the home of his aunt in Baku, when his parents both die. He hopes to become a doctor and cure people. His aunt's husband takes his clothes away, dresses him in rags, and sends him to beg in the streets. He beats him when Ali tries to refuse. This is a story of the conflict between Mohammedans and Uruss (Russians). It gives a clear picture

TRUE OR FALSE?



It's "O.K." for girls to play basketball on "those days"

FALSE: As a teacher, you know that basketball is one of the more strenuous sports a girl should "by-pass" during her menstrual period.

But it's surprising how many youngsters don't know where to draw the line on their activities at "that time of the month" because they have been misinformed — or perhaps *un-informed* — about the subject of menstruation.

To help these girls — and all girls — the makers of Modess have prepared a booklet on "Growing Up and Liking It."

Full of sensible advice and attractive illustrations, this 29-page booklet explains "growing up" in a simple, friendly way — but so accurately that it's been approved by doctors.

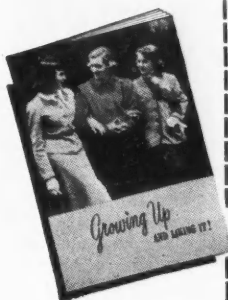
"Growing Up and Liking It" also explains why comfort, protection and size are so important in sanitary napkins. (So-soft, so-safe Modess comes in three sizes — now ready-wrapped in the new-shape, discreet-shape box.)

Mail coupon below for as many free copies as you wish!

New educational portfolio for teachers

As an additional teaching aid, Modess will send you, free, a complete Educational Portfolio. It contains a teaching guide, large anatomical chart, two booklets about menstruation and cards for re-ordering any of the material. Just check coupon below.

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of a type of life of which we know very little. Crowell; \$2.50.

Wild Animals of the Southwest, by George Cory Franklin. Wild life stories by a well-known and well-loved writer. Good reading. Houghton Mifflin; \$2.50.

One-Horse Farm, by Robert Tristram Coffin. No one better than this author can turn the homely details of everyday life into pungent poetry. Macmillan; \$2.50.

The Mudhen and the Walrus, by Merritt Parmelee Allen. A rollicking tale of school-boy life by a well-liked writer who usually writes biography. Longmans; \$2.50.

Kit Carson, by Sanford Tousey. A well-told and thrilling story of the Western Scout who made history. Full of the adventure young readers love. Whitman; \$1.50.



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How Your Body Works, by Herman and Nina Schneider; illustrated. "There are wonderful machines like radio and television . . . but no machine is as wonderful as your own body." A dozen experiments. Admirably done. William R. Scott; \$1.50.

Picture Book of Florida. The author, Bernadine Bailey, has written eight of the thirty-two Pictured Geographies. Pictures by Kurt Wiese (in color). Albert Whitman; \$1.

Farmer Giles of Ham, by J. R. R. Tolkien; illustrated. "Here is a beguiling and comical tale" in which a doughty farmer of early England outwits the King and all his lords, tames a Dragon and becomes a sort of king himself. Houghton, Mifflin; \$2.

Book of Horses and Their Pictures, by Eleanor F. Pease; pictures by J. L. Cannon. A book full of attraction for junior high readers, and down. Eight interesting stories. Pictures in full color by an artist to whom horses are a hobby. Excellent for young artists who draw horses. Albert Whitman; \$1.50.

For Younger Readers

Four Farthings and a Thimble, by Margaret J. Baker; illustrated by Decie Merwin.

"It's News to Me"

THESE announcements by manufacturers of new products are of professional interest to educators. If unable to find these items locally, write to this magazine and your letter will be forwarded to the manufacturer.

The Conference Teaching Desk features a curved, overhanging surface measuring 30" x 50", around which 3 or 4 students, parents or administrators may be comfortably seated. Among the teacher-tested features are: two-drawers for personal effects; a deep-drawer for teaching materials; and a bottom panel to keep dust out of the drawer case.

Paper-Mate Pen is on the market with a chemical discovery that ends ink stains. It cannot smear, blot or transfer. The ink dries immediately on contact with air; is permanent for records. Will write four months of everyday use; refills are easy to insert.

"Minimum Essentials of English Grammar" chart was developed by an English teacher to make English easier to teach. The author has composed on one sheet all the elements of grammar, together with an example of each. The student may place this sheet in his binder and use it quickly and effectively for reference, and as a supplement to any text.

Ceramic Kit contains everything the beginner needs for creating and glaze decorating lasting ceramic objects such as bowls, ash trays, vases, figurines, right in the kitchen. Kit contains 4 lb. package clay, modeling tools, 8 glaze colors, 2 brushes and a fully-illustrated instruction book.

Three new safety advancements introduce the 1951 Trip-L-Safe Pioneer school coaches. They are super-guard frame, Safe-T-Shield paneling and Unibuilt body. There is more length, width, and head room in the new models, plus numerous refinements in styling and interior appointments.

A charming little English story in which three children who live in a third-story flat, placarded on every floor, "No animals allowed," find themselves, unexpectedly, the owners of three adorable dogs and a kitten. What develops from their need for a country home makes a delightful story. Longmans; \$2.50.

Roses for Bonny-Belle, by Martha Gwynn Kiser. A delightful bit of a story which little girls will take to their hearts. Bonny-Belle and her aunt Puggy and even her Uncle Puggy are the kind of people who live. Random House; \$2.

At the Palace Gates, by Helen Parish. received the medal for juvenile books of 1950 from the Commonwealth Club of California; it was reviewed in this magazine in the issue of November 1949.

Prepared by the members
of a committee of the
**CALIFORNIA
SCHOOL SUPERVISORS
ASSOCIATION**

under the editorship of
HELEN HEFFERNAN



GUIDING THE YOUNG CHILD

Published February 1951

GUIDING THE YOUNG CHILD is the result of widespread professional study of the characteristics of early child growth and development, the place of the young child in American society, the experiences provided by home, school, and community, and the responsibility of the home and school in guiding the young child toward successful personal and social adjustment.

General courses in early childhood education, courses in child development, nursery school education, and kindergarten-primary school education will find this volume valuable as a basic text or as reference material.

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Laurence T. Dobyms, teacher, George Washington High School, Los Angeles, has a noteworthy attendance record of 27 years of teaching in which he has not once been absent nor tardy. A graduate of both UCLA and USC, he has taught in the Los Angeles city schools for 27 years, first at San Pedro High School and for the last 20 years at George Washington High School. —Harrier C. Robbins, vice-principal, George Washington High School, Los Angeles.

Dr. Arthur S. Gist is now Director of Instruction in Golden Gate College, San Francisco, according to an announcement by President Nagel T. Miner.

Dr. Gist retired from the presidency of Humboldt State College, Arcata, on July

NEWS FROM THE FIELD

1, 1950, after 20 years of service in that position. (See the May 1950 issue of this magazine for portrait and biographic sketch.)

SCHOOL NUTRITION

At a recent meeting of the Study Committee on Nutrition and School Lunch, of the State Joint Health Committee, it was decided to publicize the 13 important recommendations on school nutrition. These have been approved by Dr. Roy E. Simpson, Director, State Department of Education, and Dr. Wilton L. Halverson, Director, State Department of Public Health.

The recommendations were prepared by a study committee on nutrition and school lunch; the subcommittee included elementary and secondary principals and superintendents, a lunch program supervisor, and representatives of the State Department of Education, State Department of Public Health, California Association of Student Councils, California Congress of Parents and Teachers, and California Association of Public School Business Officials.

Space limitations prohibit publication of the recommendations here. Mimeographed copies may be obtained by addressing the State Department of Education, School Lunch Program, Sacramento. —Ruth E. Walker, Oakland.

School Housing, a news-letter for administrators. With the announced objective of doing something constructive toward more and better housing for the educational activities of the Bay area, School Housing, a news-letter for school administrators, is being distributed to about 350 school administrators in 15 Central California counties.

Authors of the news-letter are Dr. Alfred Christensen and Clarence W. Hickok, planning consultants for Falk & Booth, San Francisco specialists in school design. Dr. Christensen is a graduate of the University of California and a holder of the Ph.D. degree in education from Northwestern University. He has been a teacher and administrator in California schools since 1925. He spent nearly four years on active duty as a naval officer and since 1945 has been engaged in his present work as educational adviser to a firm of school architects.

Mr. Hickok is also an experienced California school man, having been coordinator of part-time cooperative education, director of the community forum and teacher in Lindsay High School for 15 years. He served as instructor in aerial navigation in the Air Force for six years. Since 1946 he has been engaged in educational planning. He is an honor graduate of Oregon State College and has done graduate work at the Universities of California, Oregon, and Colorado.

School administrators and others interested in school-housing who wish to be placed on the mailing list may receive the news-letter by addressing the authors at Falk & Booth, 9 Main Street, San Francisco.

Trinity Center, Now and Then is a valuable and praiseworthy history book produced as a school project by the Trinity Center Elementary School, —one teacher (Paris B. Simmons Jr.) and an average daily attendance of 24 pupils. The school trustees underwrote the project and hold the copyright. The 64-page book includes 18 photographs of historic scenes and personalities; price \$1.50 plus postage COD. Address Board of Trustees, Trinity Center Elementary School, Trinity Center.

The Marshall Plan: A Work Kit for Organizations and Speakers, recently issued by the Economic Cooperation Administration, is being distributed by the NEA Committee on International Relations to its advisory members and sponsors of high school international relations clubs throughout the country.

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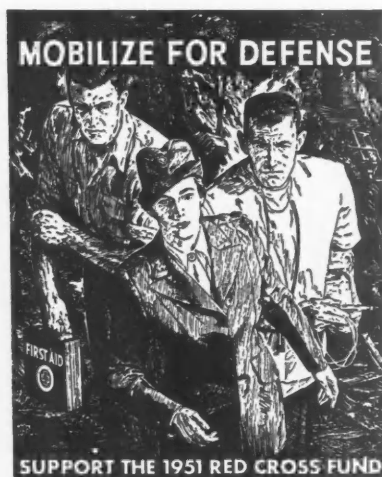
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RED CROSS DRIVE

MARCH is the month of the annual campaign of the American National Red Cross.

The present chaotic world situation has brought added responsibilities to the Red Cross, an agent of the American people, in



services to our Armed Forces and in preparation for civil defense.

To meet these obligations, as well as to maintain traditional services to veterans, health and safety programs, and the long-standing Disaster Service, the American Red Cross has issued an appeal for \$85,000,000 in contributions during the month of March.

California teachers have always been foremost among Red Cross workers and supporters.

A Seminar in India is announced by the San Francisco State College for the forthcoming summer. Under direction of Dr.

Alfred G. Fisk, professor of philosophy, the group will study conditions in India, Pakistan and Ceylon. Designed primarily for educators, speakers and writers, the seminar will study social and economic conditions, the political situation, and aspects of religion and philosophy. The group will travel as a cooperative by chartered plane, with stops at Honolulu, Manila, Bangkok and Singapore. Total costs for the summer are estimated at \$1500; inquiries should be addressed to Dr. Alfred G. Fisk, San Francisco State College, San Francisco 2.

Narcotic Education Course is to be offered in University of Redlands first summer session, opening June 25. It will be presented from a scientific objective approach, by a combination of the lecture, research, and workshop methods. A teacher of any grade level will find materials and ways of presenting them in his own classroom. The course offers two units of regular university credit. For the University of Redlands Bulletin, listing many special and regular courses, write to Dr. Vernon O. Tolle, Director of the Summer Sessions, Redlands.

T. S. MacQuiddy Elementary School, the newest building at Watsonville, Santa Cruz County, was recently dedicated, honoring Thomas Smith MacQuiddy, who had served the local schools for over 40 years, retired in 1948 and died in 1949; an account of him appeared in this magazine, November 1949. Helen Heffernan, state director, elementary education, delivered the dedicatory address. A feature of the program was the presentation of an American flag to the school by Edna Sloan, Americanism chairman, Veterans of Foreign Wars Auxiliary, on behalf of that organization and its acceptance for the school by Barbara MacQuiddy, fourth grader, granddaughter of T. S. MacQuiddy.

MODESTO INVITES YOU

By Robert T. Elliott, Administrative Assistant, Modesto City Schools

DR. E. F. Soderstrom, chairman of the Modesto Board of Education; members of the Board of Education; James H. Corson, superintendent of Modesto City Schools; and J. Wesley Berry, principal of Modesto High School, extend a cordial invitation to all school personnel interested in schoolhousing to inspect the Modesto High School building program at their convenience during the spring and summer of 1951.

Since 1945, \$1,287,345 has been spent on new classroom units and reconstruction of existing units at the Modesto High School. This has provided the high school with a total of 38 new and modern classrooms and a complete office administration unit, library unit, music department unit, and stage and auditorium.

A portion of the old buildings was declared unsafe for pupil occupancy in January, 1944. As soon as building restrictions permitted, the Board of Education awarded a contract to reconstruct the central unit consisting of the offices, library and 13 classrooms at a construction cost of \$398,602.

The second project completed was the reconstruction of existing classrooms to the front of the main building. This contract was done at a construction cost of \$85,876. This unit provided two additional classrooms and the renovation of seven existing ones.

The third project completed under this program was the new shop building consisting of 7 classrooms, office and supply rooms. This project was completed at a construction cost of \$216,238.

A fourth project to be completed under this building program is the auditorium and classroom unit. Work on this project has been done at a construction cost of \$428,548. This unit provides 7 classrooms consisting of two food laboratories, two regular classrooms, a Little Theatre, a vocal music and an instrumental music band hall. In addition to the classrooms, the music department has 11 practice rooms, instrument storage room, instrument repair room, office library and a music uniform and robe storage room.

The auditorium itself has a seating capacity of 1,330. The stage, said to be one of the best to be found in high schools in Northern California, is generous in size and is equipped with a very modern electric panel control-board.

The outside of the high school buildings has been painted a light shade of green and has been found to be very attractive.

A SECOND high school, under construction, is known as the Thomas Downey High School and is located on Coffee Road in an easterly direction from Modesto. The contract for this school was awarded in May, 1950. Work has advanced rapidly. The building is of concrete floors, walls and corridor roofs; a radiant heating system is being provided; 81,000 square feet of floor space is under construction, with an additional 35,000 square footage planned for early spring of 1951. The Downey building is one-story, single-loaded corridor, functional type. While in Modesto, school personnel also may want to visit this construction project.

IROQUOIS TEXTS of interest to CALIFORNIA SCIENCE AND YOU LIVING WITH SCIENCE

by Collister and Thurston

Popular General Science texts for Grades Seven and Eight — attractive, interesting, clear!

THE STORY OF OUR AMERICA

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A brand new, 1951 Junior High School American History text, presenting our history from the Norsemen TO KOREA!

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CTA LOCAL CLUB CHAPTERS

TWO hundred teachers clubs are now affiliated chapters of California Teachers Association, under charters issued by the CTA State Board of Directors. The Board, at its meeting of February 10, issued the following charters:

189. The Arcade District Teachers Association (Sacramento).
190. Arden Faculty Group (Sacramento).
191. El Dorado County Teachers Association.
192. Sacramento County Teachers Association.
193. San Bruno Teachers Association.
194. Santa Clara City Teachers Association.
195. Amador County Teachers Association.
196. North Sacramento Chapter, California.
197. Del Paso Heights Teachers Association.
198. Monterey City Teachers Association.
199. East Whittier Teachers Association.
200. Auburn Union Faculty Club.

POLAR BEARS

To the Editor:

YOU may be interested in the following experience that one of our elementary teachers had today.

This was a first grade room, and the teacher was explaining "Polar Bears."

After the discussion, one of the youngsters raised her hand and told her that she knew where she could find Polar Bears.

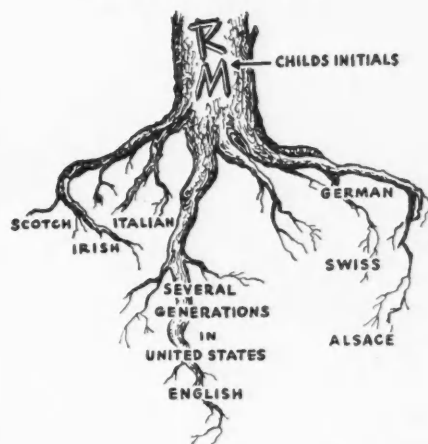
When asked where, she replied, "at funerals." !! — Yours truly, Basil B. Nichols, district superintendent, Linda School District, Marysville, Yuba County.

ROOTS

HAVE you ever thought that, like a tree, Your roots are deep and wide-spread? How far can you trace them?

And perhaps you do not realize, that you are, yourself,

A sort of United Nations.



See if you can find out how many countries you represent.

Find out about your family tree

That grows in, and is sustained by, the rich soil of America.

The richness of many lands that is in you Helps make America great.

The above picture and lines illustrate an idea which a junior high school homeroom

class found interesting, and which, I believe, added a little to international thoughtfulness of the class members. The results of their research were used as a blackboard decoration.

Should the cultivation of this idea lead to further growth, I will be pleased to hear of it. — Sincerely, Hazel A. Pendleton, Teacher, Kit Carson Junior High School, Sacramento.

STOCKTON TEACHERS MEET

THREE hundred members and guests of Stockton Teachers Association assembled at Edison Recreation Hall recently for a dinner and speech by Dr. Arthur F. Corey, executive secretary of California Teachers Association.

Dr. Corey reviewed the history of CTA from its beginning in San Francisco in 1863, and described its expanding services for the future, presenting an official charter to the Stockton branch in recognition of its membership since 1934. In describing the CTA program for the future, Dr. Corey emphasized the legislative program based upon the need for better professional standards and better physical working conditions. He indicated expanding services and activities were scheduled for this year.

The Education Committee of the Stockton Teachers Association (Ed Wager, president) made the arrangements for the dinner:

Jerome Brown, Stockton High; Leon Bush, Edison High; Myrtle Devereaux, El Dorado; Helen Growe, Stockton College; Esther Howse, Victory; Yale Libbey, McKinley; Thelma Schepman, Franklin High; Charles Clark, chairman, August.

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GROUP CREATIVENESS

First-Graders Make Poems

PERHAPS one of the most satisfying
experiences for pupils and teachers is
the spontaneous creation of a group story
or verse concerning some interesting activity
or observation of the children.

The first graders in Room 7 of the John
C. Fremont School were busily cutting
snowflakes and painting snow scenes when
the following short verse was offered by
one of my smallest. Cupping his hands, he
said:

*"I held a snowflake in my hand
It was like a soft, white baby
that ran
Quickly away."*

Another child working at the table looked
up seriously, and added:

*"Oh, they are like tiny Christmas trees
with shiny buds."*

This was all we needed! Words — beauti-
ful, descriptive words poured out from eager
lips — enough for a dozen poems!

Quickly, we transformed our thoughts
into written words, discarding some, substi-
tuting others, and when we were through,
a glow of satisfaction fairly filled the room.

So, together we read our finished poem
and we were thrilled with the clear, sharp
beauty of each word.

*"Snowflakes are falling today
Like shiny, white diamonds
that flutter away."*

*Tiny, white Christmas trees
with buds of shining jewels,
That sparkle and gleam
on the tree covered hills."*

True, it is not polished and technically
correct, but these six-year-olds are as pleased
and as proud of their creation as any hard-
working poet! In less than 15 minutes we
had created our own verse! What a thrill it
was to have had the opportunity to guide
and help these youngsters to achieve their
goal and to share in their deep sense of
satisfaction. — Sarah Streshly, First-Grade
Teacher, John C. Fremont School, Corcoran,
Kings County.

NORTHERN SECTION NEWS

THE Section seems to be getting more
conscious of the advantages of local
organizations; eight new charters have just
been granted. These include Amador and
El Dorado and Sacramento Counties, four
within the latter county, and Auburn Ele-
mentary. There are now only 8 of the 21
counties without such charters.

George Luttrell, formerly State Council
Representative from Siskiyou County, who
retired two years ago, is now in the County
Office with the new Superintendent of
Schools, William E. Roberts.

H. E. Kjolrie, who came into North
Sacramento Schools last September, has
been made principal of the New Garden-
land School, in place of C. Wilson Taylor,
who has been called back into the Army.

Sacramento County teachers combined
with those of the City for an evening of
profit and pleasure at the Eaglet Theater
last month. They were addressed by Robert
McKay on legislative problems and by Dr.
Corey on CTA problems, and then saw a
pre-view of the play, "Dangerous Corners."

The Section has just tried the experiment

of sending the Section Council minutes to
all of the members in the Section. If the
measure meets with approval it will be
repeated. — R. W. Everett, Executive
Secretary.

WORLD FRIENDSHIP

A NON-PROFIT educational organiza-
tion which acts as a clearing house for
student correspondence between the United
States and 87 countries around the world,
the International Friendship League is
sponsored by the Ministries of Education
in every country but the USSR.

Just now, since the United States holds
such an important position in world affairs,
we are overloaded with mail from children
who are eager to learn more about this
country. We have over 150,000 letters
from children, all sponsored by their teach-
ers, who want to start a friendly corre-
spondence with children of their own ages
and interests in the United States.

They all know enough English to carry
on an interesting exchange of ideas. We
are very anxious to have them placed as
soon as possible. We know that the Amer-
ican students who decide to take part will
have a great deal of pleasure as well as
educational benefit from the first-hand
news contained in letters from personal
friends all over the world.

We should like to bring this to the
attention of teachers who might wish to
have their students take part. — Sincerely,
Edna MacDonough, Executive Secretary,
40 Mount Vernon Street, Boston 8, Mass.

DR. CRAWFORD APPOINTED TO NATIONAL COUNCIL

DR. Will C. Crawford, superintendent
of schools, San Diego, is the California
member on the U. S. Commissioner of
Education's Council of Advisors, composed
of 25 eminent educators representing the
various levels and branches of the Ameri-
can educational system.

Plans provide for the Council to hold
two meetings a
year, of two days
each, in Wash-
ington, D.C.



Dr. Will C. Crawford

In elaborating
on the functions
of the Council
of Advisors,
Commissioner
McGrath em-
phasized the
need for top-
ranking educa-
tors who have
a broad under-
standing of the
philosophy and
practice of edu-
cation in the
United States to
advise with him
concerning the
purposes of the
program of the Office of Education. Dr.
McGrath pointed out that the Office of
Education has had an advisory body of lay
citizens in the Citizens Federal Committee
on Education.

Dr. Crawford has been superintendent
of the San Diego City Schools since 1934.
Prior to that time he had been deputy
superintendent and then superintendent of
public instruction for the Territory of
Hawaii.

MEXICO EDUCATIONAL TOUR

Conducted by Prof. Juan B. Rael, 574 Lasuen St., Stanford University, Calif. Cost from Los Angeles:

by train: June 21 - July 9, \$278;
June 21 - July 24, 488;
by plane: June 24 - July 6, 278;
June 24 - July 21, 478.

Rates from elsewhere quoted upon request. Tour includes Acapulco, Cordoba, Cuernavaca, Guadalajara, Guana-joato, Mexico City, Morelia, Queretaro, Patzcuaro, Puebla, Uruapan and other places. Write for more details.

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The Annual Traffic Safety Poster Contest, sponsored by American Automobile Association and its associates, closes April 1. Cash prizes total \$2,275; grand prize \$350. The contest is approved by the NEA National Contest Committee. For the 8-panel, illustrated folder, giving complete details, address California State Automobile Association, 150 Van Ness Avenue, San Francisco 2; or Automobile Club of Southern California, Adams and Figueroa Streets, Los Angeles.

COMING EVENTS

March 2 - California Association of Public School Business Officials, Southern Section; monthly meeting. Los Angeles.

March 3 - California Agricultural Teachers Association, South Coast Region; spring meeting. King City.

March 3 - California Student Teachers Association; regional conference. Los Angeles.

March 3, 4 - CTA State Committee on Legislation; special meeting. Bellevue Hotel, San Francisco.

March 5-9 - Trade and Industrial Education Service, U.S. Office of Education; Pacific regional conference. San Francisco.

March 7 - California Conservation Bird, and Arbor Day, opening 17th Annual California Conservation Week.

March 7-9 - National Association for Nursery Education; biennial conference. Hotel Commodore, New York City.

March 7-14 - California Conservation Week; 17th annual observance.

March 8-11 - California Association of Women Deans and Vice-Principals; biennial convention. Miramonte Hotel, Santa Barbara.

March 9, 10 - California Elementary School Administrators Association, Northern Section; regular meeting. Richardson Springs.

March 10 - CTA Southern Section Council; regular meeting. At the Section Headquarters, Los Angeles.

March 14, 15 - California Congress of Parents and Teachers; State Board of Managers meeting. Los Angeles.

March 16, 17 - NEA Department of Classroom Teachers; Southwestern Regional Conference. Denver.

March 17, 18 - School Library Association of California; annual state meeting. Santa Barbara.

March 17-20 - California Association for Health, Physical Education and Recreation; annual state conference. Stockton.

March 17-21 - California Secondary School Administrators, in conjunction with California Association of Secondary School Administrators; annual conference. San Jose.

March 18-21 - California-Western Division of the Music Educators National Conference; annual convention. San Diego.

March 18-21 - Elementary School Principals and District Superintendents of Schools in cooperation with California Elementary School Administrators Association; annual conference. Claremont Hotel, Berkeley.

March 25 - Easter Sunday.

March 26-29 - National Association of Deans of Women; annual convention. Chicago.

March 28-31 - National Art Education Association; first national convention. Statler Hotel, New York.

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59b. The Case for the "Ten-Twenty" is more than a brief for the American Seating Company's newest desk with level, 10° and 20° top positions. This booklet includes a summary of studies of the Texas Inter-Professional Commission on Child Development, which showed that children in thousands of classrooms are exposed to glaring or insufficient light and to harmful posture with attendant visual focusing problems. American Seating Company.

60b. Train and Engine Books for Children—A 24-page bibliography dealing exclusively with books for children. Books about trains or engines, or both, for children below teen age included. Designed as a guide to library reading and as a buying guide. One to a teacher. Association of American Railroads.

30b. Educational Portfolio contains teaching guide, large anatomical charts, two booklets on menstruation and cards for re-ordering more free material. Useful for group discussion. Personal Products Corporation.

61b. Two catalogs entitled "Publications About Your Health" and "Mimeographed Health Materials" list the authoritative pamphlets published by Bureau of Health Education, American Medical Association.

31b. See All the World Here in America—Greyhound's newest wall mural; 8 feet long; lithographed in full color. Shows 9 outstanding beautiful spots in America, compared with similar spots in other parts of the world; includes 4 lesson topics. One to a teacher. Greyhound Lines.

35b. Literature on the RCA "400" projector, describing its ease of operation, brilliant picture and true-to-life sound. RCA Victor.

44b. "How to Collect Postage Stamps, Stories from Stamps, and How to Start a Stamp Club" is an illustrated guide to a fascinating hobby. Enables teachers to stimulate a lively interest in history, geography, etc. State quantity desired. The Philatelic Institute.

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Enrollment: Boys..... Girls.....

COMING EVENTS

(Continued from Page 39)

March 28-31—National Council of Teachers of Mathematics; annual convention. Pittsburgh.

March 29-April 1—Pacific Camping Federation; 25th annual conference. Asilomar.

March 30, 31—California Educational Research Association, Northern Section; annual conference. Chico State College.

March 31—CTA Bay Section Council; regular meeting. At Laney Trade School, 240 East Tenth Street, Oakland.

March 31—Western College Association; spring meeting. California Institute of Technology, Pasadena.

April 1-4—National Conference on Higher Education. Chicago.

April 2-5—National Conference on Higher Education. Chicago.

April 5-7—American Association for Health, Physical Education and Recreation; southwest regional conference. Reno.

April 6—California Association of Public School Business Officials, Southern Section; monthly meeting. Los Angeles.

April 7—California Scholarship Federation, Northern Region; regular conference. Santa Rosa.

April 7—School Library Association of California, Southern Section; book breakfast. Manning's, 319 West Fifth Street, Los Angeles.

April 7—Western College Association; spring meeting. Whittier College. In connection with the 50th anniversary of Whittier College.

April 13, 14—California Teachers Association; annual meeting; State Council of Education; State Board of Directors; State Committee meetings; Student Teachers Association meeting. Asilomar.

April 13, 14—California Industrial Education Association; annual conference (called by State Department of Education). Long Beach.

April 14—Pan-American Day; national observance.

April 14—Southern California Junior College Association; spring meeting. East Los Angeles Junior College.

April 14—California Scholarship Federation, Southern Region; regular conference. Los Angeles.

April 16-20—American Association for Health, Physical Education and Recreation; annual meeting. Detroit.

April 18-21—International Council for Exceptional Children; annual meeting. New York City.

April 18-20—NEA Department of Rural Education; Rocky Mountain Conference on Rural Life and Education. Logan, Utah.

April 20, 21—California School Supervisors Association, Central Coast Section; spring meeting. Cambria Pines Lodge, Cambria.

April 21—California Agricultural Teachers Association, San Joaquin Region; spring meeting. Hacienda De Los Reyes, Selma.

April 23-27—Public Schools Week.

April 26-28—California Council on Teacher Education; annual meeting. Yosemite.

April 26-28—University of Kentucky; fourth annual foreign language conference. University of Kentucky campus, Lexington.

April 28—CTA Central Section; council meeting. Fresno.

April 30-May 2—California Association of Public School Business Officials; annual conference. Hoberg's in the Pines, Lake County.

A black and white illustration depicting a group of men in traditional Japanese clothing, including kimonos and tabi shoes, carrying large wooden barrels. The man in the foreground is carrying a barrel with the Coca-Cola logo on it. The background shows a dense urban landscape with traditional Japanese buildings. The style is reminiscent of mid-20th-century Japanese graphic design.

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John E. Clark



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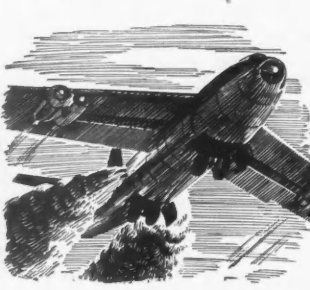
Do small business men? Standard of California is a big customer for small businesses in the West. Last year, for example, we spent more than \$90,000,000 with some 10,000 business firms.



Do stockholders? Surely not. There has never been a year when Standard has failed to pay a dividend. 98,600 individuals share Standard's earnings, depend on Standard to keep their savings secure.



Do tax collectors? Standard turns in the taxes you pay when you buy gasoline and oil, and we are also taxed, of course, as a company. Because we are big, our taxes are sizeable — last year, over \$95,000,000.



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